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ABSTRACT

Developed by means of a research project, this teaching guide includes five instructional modules in which competencies for agribusiness occupations are stressed. These competencies were identified from a review of the literature and evaluated by a jury of teachers and agribusinessmen in terms of qualifications needed for entry-level employment. Using a Likert-type rating scale, competencies were identified for the following areas of modules: (1) Human Relations in Agribusiness, (2) Communications in Agribusiness, (3) Agricultural Salesmanship, (4) Agricultural Sales Promotion, and (5) Agribusiness Operations. The five modules are further divided into 40 instructional areas which include a list of competencies to be developed, recommended references, supplementary references, and suggested learning activities. The final report of the research efforts, which identified the needed competencies for a secondary education program in agribusiness, is included in this document. (JS)

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CURRICULUM MATERIALS FOR TEACHING STUDENTS THE COMPETENCIES NEEDED FOR EMPLOYMENT IN NONFARM AGRICULTURAL BUSINESSES

Final Report
Project No. PDC-A1-043

David L. Williams

July 1971

Agricultural Education Division
Vocational and Technical Education Department
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UNIVERSITY OF ILLINOIS RESEARCH STAFF

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July 1971

The research reported herein was performed pursuant to a contract with the State of Illinois, Board of Vocational Education and Rehabilitation, Professional and Curriculum Development Unit. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated, do not, therefore, necessarily represent official Board of Vocational Education and Rehabilitation position or policy.

Agricultural Education Division
Vocational and Technical Education Department
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PART I

A Competency Pattern Approach to Curriculum Development in Agribusiness

INTRODUCTION

The need for trained employees in nonfarm agricultural occupations was documented, and the competencies needed for entry into various occupations identified during the decade of the 1960's. These research findings have been used to some extent in developing and expanding vocational programs in agriculture, but in general, the implementation of innovative secondary vocational education programs to prepare youth for entry level employment in nonfarm agribusiness occupations has lagged. This lag may be partially attributed to the lack of curriculum guides and relevant teaching materials. Secondary teachers are searching for compiled ideas they can use in developing and revising agricultural curricula to include learning experiences that will prepare high school students for employment in agribusiness firms after graduation, or expedite transition into a postsecondary agricultural curriculum for advance training.

Purpose of the Study

The purpose of this project was to develop a curriculum guide and teaching materials that may be used by instructors of applied biological and agricultural occupations in teaching high school students the knowledge and skills needed for entry-level employment in the following agricultural occupational areas: agricultural supply and service, agricultural mechanics, agricultural products, ornamental horticulture, agricultural resources, and forestry. The specific objectives of the project were:

1. To identify the major mutual competencies needed by beginning employees in different types of nonfarm agricultural businesses which are related to one of the following business activities: (a) moving products into a nonfarm agricultural firm, (b) handling products and personnel within the agricultural firm, and (c) moving agricultural products from the firm to the customer.
2. To identify content for a secondary agribusiness curriculum based on competencies needed for entry-level employment in nonfarm agricultural business firms.
3. To articulate the competencies taught in secondary and postsecondary agribusiness curricula.

4. To develop teaching source units that teachers may use to plan learning activities for students in a secondary agribusiness curriculum.

PROCEDURES

The project included two major activities: (1) identification of competencies needed by beginning agribusiness workers which should be taught as part of a secondary agribusiness curriculum, and (2) the development of teaching source units that may be used by teachers in planning learning activities. The former activity required the development of procedures to determine:

1. The agribusiness competencies needed by beginning workers in non-farm agricultural businesses.
2. The relative importance of the competencies.
3. The competencies which should be included in a secondary school agribusiness curriculum.

Identification of Competencies

The initial step in the study was a review of the literature in the fields of agricultural education and business education. Works which listed competencies needed by employees in the fields of business and agribusiness were of greatest value to this study. Three sources were especially useful and were basic to this project. They will be referred to as (1) the Crawford study, (2) the Golden study, and (3) the University of Illinois teaching source units.

Crawford study. In 1967, Lucy C. Crawford conducted an extensive study of the competencies needed by distributive workers and distributive education teacher-coordinators. The major findings of the investigation revealed that of the 983 technical competencies deemed necessary for distributive workers, 900 were considered "essential" or "highly desirable" for the distributive education teacher-coordinator. The competencies considered "essential" or "highly desirable" were clustered around the following nine areas: advertising, communications, display, human relations, mathematics, merchandising,

product and/or service technology, operations and management, and selling. Many of the competencies identified by Crawford are applicable to agribusiness occupations (1).

Golden study. Elroy E. Golden completed his study in April, 1970. This study included a comprehensive investigation of the competencies needed in agribusiness for use in the development of postsecondary agribusiness curriculum models. Golden initially identified 1,303 competencies needed by individuals who desired to enter at various levels and advance in seven types of agribusinesses: agricultural production, agricultural products, agricultural supplies, agricultural mechanics, agricultural resources, ornamental horticulture, and forestry. The study identified competencies essential for entering and advancing in middle-level management positions in the seven occupational areas. Twenty-five competencies were found to be common to all seven areas; 23 were needed to enter, and 15 were needed to advance. Based on competencies found to be essential, seven marketing agribusiness curriculum models were designed to be taught at the postsecondary level which would lead to management positions (3).

University of Illinois teaching source units. Teaching source units published by the Agricultural Education Division, University of Illinois, were developed to teach 235 competencies deemed necessary for beginning workers in agricultural occupations other than farming. Competencies, stated in the form of teacher objectives, were grouped into three modules: (1) moving products from an agricultural firm to the customer, (2) moving products into agricultural firms, and (3) handling products and personnel in agricultural firms. The teaching source units were developed by teachers of agricultural occupations during summer workshops designed to give teachers firsthand occupational experience in nonfarm agribusiness firms. These workshops were held during the summers of 1968, 1969 and 1970 (2)(4)(5).

From these studies a list of competencies was compiled. The list included only competencies related to the core business aspects of a nonfarm agribusiness. Highly specialized and technical agricultural competencies (knowledge and skills in such areas as animals, plants, soils and mechanics) essential for workers in various nonfarm agricultural occupations were not included. In addition, competencies specifically related to management functions were deleted from the list of competencies. A list of 368 competencies related to only the core activities of nonfarm agribusiness remained for further consideration.

Rating of Competencies

A seven-man jury was used to rate the competencies identified from the literature. The jury included three agribusinessmen, two high school applied biological and agricultural occupations teachers, and two community college agricultural occupations teachers who had previously taught at the secondary level. All teachers on the jury had gained occupational experience in a nonfarm agribusiness within the past two years. The jurors were instructed to rate each of the 368 competencies on the following scale: 3--essential, 2--highly desirable, 1--desirable, 0--not needed. A rating of "essential" indicated that beginning workers must know the competency. A rating of "highly desirable" indicated that beginning workers in nonfarm agribusiness occupations should know the competency. A rating of "desirable" indicated that it would be nice for beginning workers to know the competency. A rating of "not needed" indicated that beginning workers would not need to know the competency.

A mean rating for each competency was calculated. Competencies with a mean of less than 1.00 were considered "not needed" by beginning employees in nonfarm agricultural firms and were removed from the list.

Program Articulation

A new list, with the 23 competencies rated "not needed" omitted, was constructed and distributed to the four teachers who served on the competency rating jury. The jurors were instructed to identify which competencies should be included in a secondary agribusiness curriculum and which ones should be taught as part of a community college curriculum. The jurors were reminded that competencies needed strictly for entry into management positions were not necessarily included, and that some individuals who have occupational objectives to work in nonfarm agricultural businesses do not seek occupational training beyond the secondary school.

Three of the jurors completed and returned the competency articulation instrument. If two or more of the jurors indicated that a competency should be taught at the community college level, it was removed from the list of competencies to be considered in developing the secondary curriculum. The articulation jury isolated 241 competencies with a rating of "essential," "highly desirable," or "desirable" that should be taught at the secondary level.

RESULTS OF COMPETENCIES EVALUATION

The 368 competencies were clustered around five areas: human relations in agribusiness, communications in agribusiness, agricultural salesmanship, agricultural sales promotion and agribusiness operations. The mean rating for each competency was used to categorize competencies as being essential, highly desirable, desirable, or not needed. The mean score limits used are as follows:

Essential	2.34-3.00
Highly desirable	1.67-2.33
Desirable	1.00-1.66
Not needed	0.00-0.99

The data in Table 1 show the number of competencies by rating category for the five competency areas. Only 23 of the competencies were considered "not needed" by individuals for entry-level employment in nonfarm agricultural business firms. Of the 368 competencies, 197 were classified as "essential" or "highly desirable". A high percentage of the competencies in the areas of human relations in agribusiness, communications in agribusiness and agricultural salesmanship were considered "essential" or "highly desirable". A majority of the competencies in the areas of agricultural sales promotions and agribusiness operations were rated "desirable".

Table 1.--Number of Competencies Rated Essential, Highly Desirable, Desirable, and Not Needed by Competency Area

Competency area	Total No. competencies	Rating Category: Essential	Highly desirable	Desirable	Not needed
Human Relations in Agribusiness	50	31	18	0	1
Communications in Agribusiness	32	11	11	9	1
Agricultural Salesmanship	59	8	35	16	0
Agricultural Sales Promotion	67	1	23	40	3
Agribusiness Operations	160	7	52	83	18
Totals	368	58	139	148	23

The data in Table 2 show the number of competencies by competency area that were identified by the articulation jury as being appropriate for a

secondary agribusiness curricula and the ones which should be taught as part of a community college curriculum. Only competencies receiving a rating of "essential", "highly desirable" and "desirable" were considered in this phase of the evaluation.

Table 2.--Number of Competencies that Should be Taught at the Secondary School and Community College by Competency Area

Competency area	Total No. competencies	Level to be taught	
		Secondary	Junior College
Human Relations in Agribusiness	49	47	2
Communications in Agribusiness	31	24	7
Agricultural Salesmanship	59	49	10
Agricultural Sales Promotion	64	48	16
Agribusiness Operations	142	73	69
Totals	345	241	104

In interpreting the data in Table 2, the reader should be cognizant that no attempt was made to identify competencies that should be included in community college agribusiness curricula. In fact, special efforts were made to exclude such competencies in the initial stage of competency identification.

The articulation jury isolated 241 competencies that should be taught at the secondary level. A majority of the competencies in all areas were considered appropriate for a secondary school curriculum.

Tables 3, 4, 5, 6 and 7 show the categorical rating of each of the 368 competency as evaluated by the jurors. The competencies which were identified as being more appropriate for a community college curriculum than a secondary curriculum are marked with an asterick.

Table 3.--Rating of Competencies in the Area of Human Relations in Agribusiness

Competency Statement	Rating			
	Essential [a]	Highly Desirable [b]	Desirable [c]	Not Needed [d]
1. Ability to accept responsibility.	X			
2. Ability to accept criticism and turn it into a character building element.	X			
3. Ability to understand one's self.	X			
4. Ability to display drive, aggressiveness, and a strong desire to succeed.	X			
5. Ability to demonstrate initiative and creativity.	X			
6. Ability to dress appropriately for the job and maintain a well-groomed appearance.	X			
7. Ability to adjust to change.	X			
8. Ability to maintain good health for effective job performance.	X			
9. Ability to recognize facts as opposed to opinion.	X			
10. Ability to exercise self-control during trying situations.	X			
11. Ability to be orderly and systematic.		X		
*12. Understanding how human relations factors influence the way an employee works with present and potential customers of the firm.	X			

*--Competencies which should be taught at the community college level.

a. Essential (must have): Competencies that beginning agribusiness workers must have.

b. Highly desirable (should have): Competencies that beginning agribusiness workers should have.

c. Desirable (nice to have): Competencies that would be nice for beginning agribusiness workers to have.

d. Not needed (do not need): Competencies that are not generally needed by beginning agribusiness workers.

Table 3. (continued)

Competency Statement	Rating: Essential a	Highly Desirable b	Desirable c	Not Needed d
13. Ability to represent the agribusiness favorably to customers and outside business associates.	X			
14. Ability to practice ethical behavior toward business competitors.	X			
15. Ability to avoid misrepresentations of people, products, and policies.	X			
16. Ability to show an interest in others.		X		
17. Ability to adapt to the personality and needs of customers.		X		
18. Ability to effectively handle difficult customers.		X		
19. Ability to apply for, interview for, and secure a job.	X			
20. Ability in developing personality traits necessary for successful job performance.	X			
21. Understanding the knowledge and skills required to work and advance in a firm.	X			
22. Understanding how employees are selected for positions in an agricultural firm.		X		
23. Understanding the difference between compensation, incentives, and benefits.		X		
24. Understanding the basis on which compensation, incentives, and benefits are made.		X		
25. Understanding the laws that affect young workers.		X		
26. Understanding the worker's responsibilities to the union and the benefits he can derive from the union.				X
27. Understanding a positive attitude is usually reflected in one's work.	X			
28. Ability to use time wisely and efficiently.	X			
29. Ability to make decisions.	X			
30. Ability to plan and organize work.	X			
31. Understanding the necessity of long irregular hours at times.	X			

Table 3. (continued)

Competency Statement	Rating: Essential a	Highly Desirable b	Desirable c	Not Needed d
32. Ability to develop new ideas.	X			
33. Understanding the necessity to perform tasks in addition to one's job responsibilities when situations arise.	X			
34. Ability to adjust to a working situation.		X		
35. Understanding that first impressions are important to the business and last impressions are longest remembered.		X		
36. Ability to think ahead and plan for any emergencies that might arise.		X		
37. Ability to maintain an objective point of view in problem situations.		X		
*38. Ability to build sound working relationships in "forced" associations.		X		
39. Understanding the importance of developing good working relations with co-workers and management.	X			
40. Ability to work cooperatively with fellow employees, supervisors and management, being aware of their needs and motivations.	X			
41. Understanding that good human relations within a company build good public relations.	X			
42. Understanding the relationship of the worker to the management.	X			
43. Ability to generate enthusiasm toward people.	X			
44. Ability to see yourself as a fellow worker or employer might see you.	X			
45. Understanding the etiquettes in working with other people.	X			
46. Ability to accept and put into practice the planned policies and procedures of management.		X		
47. Ability to build morale in other employees.		X		
48. Ability to give needed advice to co-workers without "knowing it all."		X		

Table 3. (continued)

Competency Statement	Rating			
	Essential a	Highly Desirable b	Desirable c	Not Needed d
49. Understanding that the store's personnel policies are established for the benefit of the store and the employee.		X		
50. Understanding that next to job performance, human relations is an employee's greatest responsibility.		X		

Table 4.--Rating of Competencies in the Area of Communications in Agribusiness

Competency Statement	Rating			
	Essential a	Highly Desirable b	Desirable c	Not Needed d
1. Ability to meet and communicate with customers.	X			
2. Ability to communicate effectively with customers, co-workers and supervisors.	X			
3. Ability to address other people in a business-like manner whether they are customers, fellow employees, supervisors or management.	X			
4. Ability to talk clearly and pleasantly, conveying spirit and enthusiasm in one's speech.	X			
5. Understanding that nothing is quite so important or contagious as enthusiasm for the store, for the merchandise, and for customers.	X			
6. Understanding that the "spoken word" is an important tool of the trade.	X			
7. Understanding that certain thoughtlessly used terms or words can be misinterpreted by the listener.	X			
8. Ability to use the telephone correctly and most effectively.	X			
9. Ability to use the telephone in sales.		X		
10. Understanding that gestures help convey feelings in spoken communications.		X		

*--Competencies which should be taught at the community college levels.

a. Essential (must have): Competencies that beginning agribusiness workers must have.

b. Highly desirable (should have): Competencies that beginning agribusiness workers should have.

c. Desirable (nice to have): Competencies that would be nice for beginning agribusiness workers to have.

d. Not needed (do not need): Competencies that are not generally needed by beginning agribusiness workers.

Table 4. (continued)

Competency Statement	Rating a Essential	b Highly Desirable	c Desirable	d Not Needed
*11. Understanding the function of reports.			X	
*12. Ability to make out and file written reports.			X	
*13. Ability to help customers fill our credit application forms.			X	
14. Ability to listen to and follow directions.	X			
15. Understanding when to keep communications confidential.	X			
16. Understanding that communication must be a two-way process between management and employees.	X			
17. Understanding that even in the most skillfully constructed communications misinterpretations will develop.		X		
18. Ability to listen to customers' names and addresses and write them correctly.		X		
19. Ability to communicate with customers regardless of their education or experience.		X		
20. Understanding of situations in which to use a technical language or commonly understood language.		X		
*21. Ability to plan and conduct an educational meeting for an agricultural forum.			X	
22. Ability to absorb written material.		X		
23. Understanding that valuable information can be gained by reading manufacturer's handtags, labels, directions, etc.		X		
24. Ability to write informative and effective business letters.		X		
*25. Ability to determine which type of meeting is most effective for a given product or group of products.			X	
*26. Ability to interpret merchandise guarantees and directions to customers.		X		
27. Ability to satisfactorily handle customer inquiries for general information.		X		

Table 4. (continued)

Competency Statement	Rating			
	Essential a	Highly Desirable b	Desirable c	Not Needed d
28. Ability to discuss delinquent accounts with a customer, keeping that person's goodwill.			X	
29. Ability to interpret store policies to customers.			X	
30. Ability to interpret monthly billing statements to customers.			X	
31. Ability to select and analyze pertinent factors from a statistical or written report.				X
*32. Ability to interpret and explain time payment principles that apply to various credit arrangements.			X	

Table 5.--Rating of Competencies in the Area of Agricultural Salesmanship

Competency Statement	Rating			
	Essential a	Highly Desirable b	Desirable c	Not Needed d
1. Ability to treat customers with courtesy even though they don't buy in hope that they will return to buy at some future date.	X			
2. Ability to show a genuine interest in the customer's problem.	X			
3. Understanding that customer loyalty can be built with timely merchandise and friendly service.	X			
4. Understanding that it is the feeling of being a valued patron that converts occasional customers into regular ones.	X			
5. Ability to win confidence of the customers.		X		
6. Ability to approach and greet the customer when delivering the product.		X		
7. Ability to determine when to approach a customer to open a sale.		X		
8. Ability to determine a customer's wants and desires during a sale.		X		
9. Ability to promote customer satisfaction with a product or service.		X		
10. Ability to handle customer complaints according to policies of the firm.		X		

*--Competencies which should be taught at the community college level.

a. Essential (must have): Competencies that beginning agribusiness workers must have.

b. Highly desirable (should have): Competencies that beginning agribusiness workers should have.

c. Desirable (nice to have): Competencies that would be nice for beginning agribusiness workers to have.

d. Not needed (do not need): Competencies that are not generally needed by beginning agribusiness workers.

Table 5. (continued)

Competency Statement	Rating: Essential (a)	Highly Desirable (b)	Desirable (c)	Not Needed (d)
11. Ability to recognize potentially good customers.		X		
12. Ability to remember customer's names when serving them.		X		
13. Ability to distinguish a customer's personal characteristics while talking to him.			X	
*14. Ability to study specific information in ads and use advertised facts effectively in selling.			X	
*15. Understanding the credit policies, terms, and credit plans of the firm.			X	
16. Ability to accurately calculate the exact amount of a customer's purchase.	X			
17. Ability to make change and count it back to the customer.	X			
18. Ability to operate a cash register correctly.	X			
19. Ability to efficiently handle both charge and cash transactions.		X		
20. Ability to compute local, state, and federal taxes which must be applied in the sale of goods.		X		
21. Ability to locate products within the firm.		X		
22. Understanding the most efficient methods to wrap and/or pack customers' purchases.		X		
23. Ability to assist customers in selecting and weighing the quantity of produce they desire, bagging, and price marking it.		X		
24. Ability to determine how to handle merchandise returned for exchange, cash refund, or charge credit.			X	
25. Ability to redeem merchandise coupons and reimburse customers for the correct amounts, according to the firm's policies and procedures.			X	
26. Ability to fill out the records and sales forms necessary to market the product.			X	

Table 5. (continued)

Competency Statement	Rating: Essential a	Highly Desirable b	Desirable c	Not Needed d
*27. Ability to interpret merchandise guarantees and directions to customers.			X	
*28. Ability to use the terminology and develop a vocabulary descriptive of the product or service being sold.		X		
*29. Understanding why customers have different needs.		X		
*30. Understanding that brand or trade names are an advertising devise used to encourage customer retention.			X	
31. Understanding that a salesperson must have sufficient knowledge of the merchandise he sells.		X		
32. Ability to translate merchandise label information into selling points.		X		
33. Ability to determine selling features of products and/or services.		X		
34. Ability to show customers the points of superiority of one's own product in comparison to competing products.		X		
35. Ability to interpret the features of a product in terms of benefits to customers.		X		
36. Ability to relate merchandise benefits to a customer's needs.		X		
37. Ability to provide information about merchandise which will create desire or interest in customers.		X		
38. Understanding that merchandise information is a useful tool in opening a sales conversation with a customer.		X		
39. Ability to furnish specific information on any merchandise handled, through use of catalogues, specification sheets, etc.			X	
*40. Ability to anticipate the needs of present and potential customers.			X	
*41. Understanding the methods of financing the sales.			X	

Table 5. (continued)

Competency Statement	Rating: Essential a	Highly Desirable b	Desirable c	Not Needed d
*42. Ability to translate technical words concerning an item of merchandise into the customer's language.		X		
43. Ability to fill mail or telephone orders for products.	X			
44. Ability to close the sale of a product.		X		
45. Understanding the role of the salesman in his job of marketing products.		X		
46. Understanding that seeing, hearing, and participation on the part of the customer helps strengthen a sales presentation.		X		
47. Understanding that effectively handling merchandise builds respect for the goods in the customer's mind and helps to emphasize value.		X		
48. Ability to determine where a customer is in his thinking and proceed to assist him through the remaining decisions in the buying process.		X		
49. Ability to help a customer make a buying decision.		X		
50. Ability to open a sales conversation with a suitable statement or remark.		X		
51. Ability to get merchandise into the customer's hands to create desire and attachment to the item.			X	
52. Ability to convince the customer that he should purchase the product.			X	
53. Ability to benefit from sales which are not closed successfully.			X	
54. Ability to demonstrate merchandise to create interest and desire in customers.			X	
*55. Understanding that the effects of underselling are often as harmful as overselling.		X		
56. Ability to figure discounts to encourage larger users.		X		
57. Ability to effectively suggest merchandise that might satisfy the needs of the customer.		X		

Table 5. (continued)

Competency Statement	Rating			
	Essential a	Highly Desirable b	Desirable c	Not Needed d
58. Ability to suggest to customers items of merchandise or services that can be substituted for the ones that are unavailable.		X		
59. Ability to suggest larger quantities, related goods, and additional goods in an effort to increase the average sale.			X	

Table 6.--Rating of Competencies in the Area of Agricultural Sales Promotion

Competency Statement	Rating			
	Essential a	Highly Desirable b	Desirable c	Not Needed d
1. Understanding the employees' responsibility in promoting the firm.	X			
2. Ability to make personal sales calls in an effort to increase business.		X		
3. Understanding how promotional techniques lead to sales of products and services.		X		
4. Ability to identify good promotional and advertising techniques.		X		
5. Understanding that displays tied in with local activities or seasonal events will create a favorable impression in the community.			X	
*6. Understanding how to employ season or storewide themes in department displays.			X	
*7. Ability to select merchandise for advertising that is seasonal and timely.		X		
*8. Understanding that newspaper advertising must be read in order to keep informed of the advertising done by one's own store and its competitors.			X	
9. Understanding the reasons for advertising products and services.		X		
10. Understanding that although the ultimate goal of advertising is to sell goods and services the salesperson usually completes the sale.		X		

*--Competencies which should be taught at the community college level.

a. Essential (must have): Competencies that beginning agribusiness workers must have.

b. Highly desirable (should have): Competencies that beginning agribusiness workers should have.

c. Desirable (nice to have): Competencies that would be nice for beginning agribusiness workers to have.

d. Not needed (do not need): Competencies that are not generally needed by beginning agribusiness workers.

Table 6. (continued)

Competency Statement	Rating: Essential a	Highly Desirable b	Desirable c	Not Needed d
11. Understanding the purposes of advertising		X		
*12. Understanding that the available quantities of advertised merchandise should be checked before an ad breaks.			X	
13. Understanding that advertising, should be supplemented by attractive displays, and an efficient sales force.		X		
14. Understanding that advertising presells goods and services to the customer making the customer easier to sell once he is in the store.		X		
15. Understanding that effective advertising builds goodwill in customers.		X		
16. Understanding and recognizing customer reaction to advertising.		X		
17. Understanding that advertising, to be successful, must be believed by the customer.			X	
18. Understanding that it is necessary to know facts about merchandise being advertised.			X	
19. Understanding the types of media that are available for advertising.			X	
20. Ability to make the best use of manufacturers' or suppliers' brochures and pamphlets.			X	
21. Ability to select the retailing aids that may increase the sales of an agricultural product.			X	
22. Understanding that advertising can produce immediate sales or create a favorable attitude toward the store for future sales.			X	
23. Ability to identify and evaluate the retailing aids provided by a vendor.			X	
*24. Understanding that advertising helps stabilize volume by maintaining interest during a slow-selling period.			X	
*25. Understanding the ways in which past advertisements can be helpful in planning future ads.			X	

Table 6. (continued)

Competency Statement	Rating: Essential a	Highly Desirable b	Desirable c	Not Needed d
*26. Ability to develop effective advertising, demonstrating and other promotional procedures.			X	
27. Understanding the various methods of promoting agricultural products by demonstration.		X		
28. Ability to conduct demonstrations with company products.		X		
29. Understanding audio-visual aids and how to use them effectively in selling.			X	
*30. Understanding the values of advertising information to the salesperson.		X		
*31. Understanding how to obtain maximum customer exposure to merchandise by arranging temporary displays in other than normal department locations.			X	
32. Understanding that good display of merchandise is a prime factor in developing a customer's interest.		X		
33. Understanding that special displays can create a favorable price image in the minds of customers.		X		
34. Understanding that displays should reflect the character of the store in both quantity and quality.		X		
35. Ability to dismantle displays so that neither the merchandise nor the fixtures will be damaged.			X	
36. Understanding that displays should be changed often to maintain interest of customers.			X	
37. Ability to letter and design a simple sign.			X	
38. Understanding the uses which can be made of manufacturers' display aids.			X	
39. Understanding that good displays play a major role in the volume movement of goods.			X	
*40. Ability to use known media effectively in advertising.			X	
*41. Understanding that special customer services and accommodations build customer goodwill and help increase sales.		X		

Table 6. (continued)

Competency Statement	Rating: Essential a	Highly Desirable b	Desirable c	Not Needed d
42. Ability to store and record the location of display fixtures or supplies so they are accessible for future use.			X	
43. Ability to select merchandise for display that is seasonal and timely.			X	
44. Ability to create and construct special displays that will highlight merchandise effectively and encourage customers to select from them.			X	
45. Ability to maintain records of displays that can be used later as idea stimulators.			X	
46. Understanding that display merchandise not quickly returned to selling departments usually increases inventory shortages.			X	
47. Ability in using color, harmony, balance and proportion in display construction.			X	
*48. Understanding that when purchasing display supplies or fixtures the store's image must be considered.			X	
49. Ability to do the housekeeping procedures necessary for the proper upkeep of department displays or merchandise.		X		
50. Ability to rearrange or replace merchandise sold from interior displays.		X		
51. Understanding that clean store display windows enhance the merchandise being shown.		X		
52. Ability to arrange counter displays or merchandise.		X		
53. Ability to use the best selling locations within the store or department to place effective displays.			X	
54. Ability to arrange attractive window displays.			X	
*55. Ability to take advantage of promotion and advertising offered by the supplier.			X	
*56. Understanding that adequate merchandise information will build customer confidence in the merchandise as well as in the store.		X		

Table 6. (continued)

Competency Statement	Rating			
	Essential a	Highly Desirable b	Desirable c	Not Needed d
57. Understanding that self-selection merchandise must be properly signed or identified for greatest ease in customer selection.			X	
58. Ability to use available display space to the best advantage.			X	
59. Understanding the uses of price cards as "silent salesmen."			X	
60. Understanding the various types or arrangements of displays which can be used in window or interior displays or merchandise.			X	
61. Understanding that customers through their past selections actually determine where merchandise should be located in open displays.			X	
62. Understanding the principles of mass display.			X	
63. Ability to determine if a supplier is meeting the product promotional needs of the firm.				X
64. Ability to determine which products and services should be advertised.				X
65. Ability in sketching and designing preliminary display sets.				X
*66. Ability to use periodicals, direct media, sign media, and radio and television broadcasting in promotional advertising.			X	
*67. Ability to select advertising media best suited to the product, merchandise or service being advertised.			X	

Table 7.--Rating of Competencies in the Area of Agribusiness Operation

Competency Statement	Rating			
	Essential a	Highly Desirable b	Desirable c	Not Needed d
1. Understanding the value of service to a customer.	X			
2. Understanding the lines of authority and responsibility of personnel in a firm.	X			
3. Ability to use principles of mathematics and apply this knowledge to the operation of the business.	X			
4. Understanding the importance of the profit motive in the pricing of agricultural products and services.	X			
5. Understanding that a well-kept agribusiness is a primary means of attracting and holding customers.		X		
6. Understanding how each of the products and services influence the operation and success of the firm.		X		
7. Understanding that careful use of supplies will help control expenses.		X		
8. Ability to properly handle invoices and returns of merchandise.		X		
9. Ability to handle and care for store equipment.		X		
10. Understanding the operating expenses of an agribusiness.		X		
11. Understanding billing procedures.		X		
12. Ability to reduce costly errors by maintaining proper records of store operations.			X	
13. Understanding the store's pricing policies.			X	

*--Competencies which should be taught at the community college level.

a. Essential (must have): Competencies that beginning agribusiness workers must have.

b. Highly desirable (should have): Competencies that beginning agribusiness workers should have.

c. Desirable (nice to have): Competencies that would be nice for beginning agribusiness workers to have.

d. Not needed (do not need): Competencies that are not generally needed by beginning agribusiness workers.

Table 7. (continued)

Competency Statement	Rating: Essential (a)	Highly Desirable (b)	Desirable (c)	Not Needed (d)
14. Ability to take advantage of seasonal price changes in products, pricing items promotionally at the most advantageous time.			X	
*15. Understanding the methods used to determine needs of customers.		X		
*16. Understanding the meaning of the purchasing function and its objectives related to a firm.			X	
*17. Ability to use standards and specifications in buying.			X	
*18. Understanding that the purchasing function includes more than buying.			X	
*19. Understanding how the retailing aids offered by suppliers affect the choice of a vendor.			X	
*20. Ability to find information needed to compare related suppliers.			X	
*21. Understanding the importance of affiliation in selecting a supplier.			X	
*22. Ability to determine stock quantities necessary for seasonal or year-round selling.			X	
*23. Understanding the role of insurance in an agricultural firm.			X	
*24. Ability to determine the proper time for purchasing additional products for the firm.			X	
*25. Understanding how purchasing functions may vary among different types of firms.			X	
*26. Ability to keep records of merchandise sold by classification--use of ticket stubs or special forms.		X		
*27. Understanding the advantages of consolidating purchasing in a firm.			X	
*28. Ability to determine the price of merchandise being purchased in a lesser quantity than originally multiple priced.		X		
*29. Ability to accurately compute employee discounts, delivery charges, etc., when computing sales checks.		X		

Table 7. (continued)

Competency Statement	Rating: Essential a	Highly Desirable b	Desirable c	Not Needed d
30. Ability to find and use product information of the firm.	X			
31. Ability to identify all the products and services of the firm.		X		
32. Understanding that merchandise information can be gained by handling merchandise and by using it.		X		
33. Understanding that a continual program of training and retraining employees with product knowledge must be carried out.		X		
34. Understanding the relationship between the firm's products and its competitors' products.		X		
35. Ability to interpret verbal description into merchandise or product.		X		
36. Understanding of brand or trade names, identifying products by producer or distributor.		X		
37. Ability to select and quote factual comments about certain products.		X		
38. Ability to know the products and services of competing firms.			X	
39. Ability to analyze merchandise returned as unsatisfactory by customers to determine reasons for poor performance.			X	
*40. Understanding of livestock and crop prices and price trends.			X	
*41. Understanding intrafirm competition between products.			X	
*42. Understanding that merchandise guarantees and sanctions protect both the customer and the store and help increase sales.			X	
*43. Understanding the use of purchase orders, shipping statements, and invoices used to process the products into the firm for correct and incorrect shipments.		X		
*44. Ability to record the transfer of merchandise or stock to branch stores to prevent inventory shortages.			X	

Table 7. (continued)

Competency Statement	Rating: Essential a	Highly Desirable b	Desirable c	Not Needed d
*45. Understanding that unit inventory control systems must be kept up to date if they are to be useful in planning and making purchases.			X	
*46. Understanding the uses of the information available from unit inventory control systems.			X	
*47. Understanding the nature of standards and specifications and the reasons for their use.			X	
*48. Ability to recognize that different organizational patterns exist.			X	
*49. Understanding the ways to handle special orders of merchandise for customers.			X	
*50. Ability to analyze customer demand.			X	
*51. Understanding the store's procedures for recording markups and markdowns.			X	
*52. Understanding the various pricing techniques and policies used in the firm.			X	
*53. Understanding the laws affecting the sales and distribution of agricultural products.			X	
*54. Understanding how various activities within the firm are related to the purchasing function.			X	
*55. Ability to determine in various situations the most efficient way to get the job accomplished.	X			
56. Understanding the new ideas and trends in farm operation.		X		
57. Understanding the relationship between agriculture and other industries.		X		
58. Understanding of local agricultural practices.			X	
59. Understanding of effects of weather on crop production.			X	
60. Understanding of high farm income and expense time periods.			X	
61. Understanding of area finance circumstances.			X	
*62. Understanding of federal wage and hour laws.		X		

Table 7. (continued)

Competency Statement	Rating: Essential a	Highly Desirable b	Desirable c	Not Needed d
63. Ability to determine the kinds of products a firm should purchase.				X
64. Understanding of local, county, state, and federal agencies related to farm product distribution.				X
65. Ability to anticipate short- and long-range farming method trends.				X
66. Ability to identify factors that should be considered in buying new types of products for a firm.				X
67. Ability to compute postal and mail charges for delivery of merchandise to customers.				X
68. Ability to control and analyze slow-selling stocks.				X
69. Understanding the complexity of business ties				X
70. Understanding how a firm selects a supplier on the basis of the products the supplier sells.				X
*71. Understanding that although management plans expense control budgets, the actual control must be carried out by the cooperative effort of all employees.		X		
*72. Understanding the major techniques used in determing advancement and promotions.		X		
*73. Ability to evaluate and compare the compensation, incentives, and benefits offered by one employer to those of another.		X		
*74. Ability to tactfully handle slow payers or noncollectable credit accounts.			X	
*75. Understanding the role of labor unions.			X	
*76. Understanding how labor laws and labor unions affect agricultural firms.			X	
*77. Understanding what is involved in the pricing of individual items.			X	
*78. Understanding the different methods of bill collection used by agricultural firms.			X	
*79. Ability to differentiate between the primary and secondary products and services of the firm.			X	

Table 7. (continued)

Competency Statement	Rating: Essential a	Highly Desirable b	Desirable c	Not Needed d
*80. Ability to follow procedures for reporting and handling damaged merchandise.		X		
*81. Understanding the marketing trends of farm produces.			X	
*82. Ability to properly fill out credit instruments.			X	
*83. Ability to determine the proper quantity of a product to purchase.			X	
*84. Understanding of state and federal regulations related to the product.			X	
*85. Understanding of governmental agricultural programs and their effect on sales and collections.			X	
*86. Understanding that standardization provides a base upon which grading can be determined and helps customers by having guaranteed services to fit their needs.			X	
*87. Understanding of current merchandise, trends, product innovations, etc.			X	
*88. Ability to explore the community for new or additional service.			X	
*89. Ability to determine the market area situation of the firm.			X	
*90. Understanding that labels taking the form of tags, stamps, wrappers, etc., identifies products as to their contents.		X		
91. Understanding the importance of accuracy in ordering supplies.		X		
92. Understanding that the customer is the determining factor in buying merchandise for a retail store or department.		X		
93. Understanding the consequences of miscalculations in purchasing products for the firm.		X		
94. Understanding the relationship between customer demands and the amount of products purchased by a firm.		X		
95. Understanding the importance of timeliness in ordering and allowing for delivery of products to the firm.		X		

Table 7. (continued)

Competency Statement	Rating: Essential a	Highly Desirable b	Desirable c	Not Needed d
96. Understanding how the success of a firm is related to proper purchasing functions.		X		
97. Understanding how employees can assist in determining the quantity of products to be purchased.			X	
98. Ability to fill out a purchase order correctly.			X	
99. Understanding the factors influencing the quality of supplies or services a firm will provide.			X	
100. Ability to identify quality differences in like products available to a firm.			X	
101. Understanding what and when to buy.			X	
102. Understanding how advertising and promotional programs of a supplier affect the choice of a vendor.			X	
103. Understanding the duties and responsibilities of personnel involved in the purchasing function of a firm.			X	
104. Understanding the role of price in the purchasing function of a firm.			X	
*105. Ability to determine prices for the products and services of the firm.			X	
*106. Understanding the value and limitations of using computers in a firm.			X	
*107. Understanding that manufacturer representatives are a source of market, merchandise and product information and consumer information.			X	
*108. Ability to keep informed of competitive conditions in the market area served by the firm.			X	
*109. Ability to keep up to date on trends through trade journals central buying office aids, etc.			X	
*110. Ability to make effective use of current trends in sales, customer buying habits, styles, etc.			X	
*111. Understanding the significant segments of the purchasing function.			X	

Table 7. (continued)

Competency Statement	Rating: Essential a	Highly Desirable b	Desirable c	Not Needed d
112. Understanding how business relationships affect the selection of carriers.				X
113. Understanding how policies of the supplier influence a firm's selection of a vendor.				X
114. Ability to properly interpret market analysis research data.				X
115. Understanding of product shrinkage and legal provisions for packaging the products involved.				X
116. Understanding of available resources and characteristics of individual manufacturing firms.				X
117. Understanding the ways to use a resident buyer or buying office to the best advantage.				X
118. Understanding the procedures followed when buying from vendors or company catalogs.				X
*119. Ability to determine the demand of products based upon seasonality.			X	
*120. Ability to effectively participate in the planning of a coordinated plan of action for selling.			X	
*121. Ability to evaluate suppliers on the basis of the business services they offer.			X	
*122. Understanding the policies of suppliers relative to the return of slow-moving merchandise.			X	
123. Ability to accurately check in merchandise against an invoice.	X			
124. Ability to identify and understand the chain of command and chain of authority, involved in the product-receiving function of the firm.		X		
125. Ability to determine when newly received produce is of an unsatisfactory quality and should be returned to the supplier or warehouse.		X		
126. Ability to use procedures followed in moving products to appropriate locations in the firm after checking has been accomplished.			X	

Table 7. (continued)

Competency Statement	Rating			
	Essential a	Highly Desirable b	Desirable c	Not Needed d
127. Ability to accurately ticket and code products in a firm.			X	
128. Understanding the importance of and the need for having one delivery area.			X	
129. Ability to correctly put price tickets on various types of merchandise.			X	
130. Ability in operating price-marking machines.			X	
*131. Ability to recognize possibilities for improving the existing delivery system within a firm.			X	
*132. Understanding the importance of transporting products when making buying agreements.			X	
*133. Ability to select the proper transportation method for a given product.			X	
*134. Ability to recognize how product characteristics affect their handling methods, then choosing the best of those methods available.			X	
135. Understanding the part delivery service plays in promoting good public relations for the agribusiness.		X		
136. Ability to prepare and deliver the product to the customer.		X		
137. Ability to recognize information that must be included in ordering instructions.		X		
138. Ability to provide adequate shipping instructions when ordering products.		X		
139. Ability to follow through on nondelivered or lost merchandise.			X	
140. Ability to use and understand common shipping terms.			X	
141. Ability to trace a delivery			X	
142. Ability to minimize transportation costs when ordering products.				X
143. Understanding the rates and regulations for shipping products.				X
144. Ability to identify the major causes of faulty shipments.				X

Table 7. (continued)

Competency Statement	Rating: Essential (a)	Highly Desirable (b)	Desirable (c)	Not Needed (d)
*145. Ability to operate the product handling, storage, and processing equipment in a manner consistent with acceptable safety practices.		X		
*146. Understanding the delivery area served by the store, delivery schedules and delivery charges.		X		
147. Understanding that damaged or spoiled merchandise must be kept at a minimum to protect the firm's profit picture.		X		
148. Ability to properly store incoming goods.		X		
149. Understanding the safety precautions necessary in handling and storing certain agricultural products.		X		
150. Understanding the results of not having merchandise which customers of the firm desire.		X		
151. Understanding that stock-keeping errors or losses affect company profits.		X		
152. Ability to participate in merchandise counts for physical inventories.		X		
153. Ability to maintain mathematically correct stock control records.		X		
154. Understanding the needs for efficient storage arrangement of products.		X		
155. Understanding how proper handling and storage will affect the product quality.		X		
156. Understanding the procedures involved in a merchandise count for physical inventory.		X		
157. Understanding that carefully calculated exact amount of a customer's purchase will prevent inventory shortages.		X		
158. Understanding the proper techniques in protecting the goods in storage.			X	

Table 7. (continued)

Competency Statement	Rating			
	Essential a	Highly Desirable b	Desirable c	Not Needed d
159. Understanding that complete assortments of merchandise must be maintained at all times to stimulate best sales.			X	
160. Ability to prepare or organize stock for accurate and fast counting during an inventory.			X	

SUMMARY AND CONCLUSIONS

The basic purpose of this project was to develop curriculum and teaching materials that may be used by instructors of applied biological and agricultural occupation in teaching secondary school students the agribusiness competencies needed for entry level employment in nonfarm agricultural occupations. The procedures followed in developing the curriculum have been described in this section. The resource materials for teaching agribusiness will be included in Part II.

Agribusiness Curriculum

Competencies in the areas of human relations in agribusiness, communications in agribusiness, agricultural salesmanship, agricultural sales promotion and agribusiness operations were identified from a review of the literature and evaluated by a jury of teachers and agribusinessmen in terms of competencies needed for entry-level employment in agribusiness. Competencies appropriate for a secondary school curriculum were identified by a jury consisting of secondary school and junior college teachers.

The competencies in each of the five areas with a rating of "essential" or "highly desirable" which were identified as appropriate for a secondary school curriculum were divided according to general similarities into groups call areas of instruction and modules. Some competencies with a rating of "desirable" which were closely related to competencies with a higher rating were also included in the areas of instruction. The competencies were incorporated into an agribusiness curriculum plan that included five modules with 40 areas of instruction as presented in the outline that follows:

Human relations in agribusiness. Areas of instruction in this module are as follows:

1. Applying for a job
2. Understanding the importance of personal appearance
3. Advancing in an agribusiness
4. Developing desirable employee characteristics
5. Becoming an efficient employee
6. Handling problems on the job
7. Getting along with co-workers
8. Getting along with the boss
9. Maintaining proper relations with customers and competitors

Communications in agribusiness. Areas of instruction in this module are as follows:

1. Understanding principles of business communications
2. Speaking effectively
3. Communicating with customers
4. Using the business telephone
5. Communicating with co-workers and management
6. Writing business communications
7. Gathering information

Agricultural salesmanship. Areas of instruction in this module are as follows:

1. Understanding the role of a salesman
2. Understanding products
3. Understanding the customer's buying motives
4. Identifying new and keeping existing customers
5. Opening a sales presentation
6. Presenting agricultural products to customers
7. Demonstrating products in selling
8. Closing the sale
9. Developing cross-selling and suggestive selling techniques
10. Selling from behind the counter

Agricultural sales promotion. Areas of instruction in this module are as follows:

1. Displaying merchandise to promote sales
2. Developing good customer relations
3. Using demonstrations to promote sales
4. Understanding advertising techniques
5. Advertising with a purpose

Agribusiness operations. Areas of instruction in this module are as follows:

1. Understanding operating principles
2. Understanding how business operations affect the customer
3. Applying knowledge of products and services
4. Using mathematics in the agribusiness
5. Recognizing factors which influence market changes
6. Purchasing products for resale

7. Receiving products into the firm
8. Storing and inventorying products in an agribusiness
9. Transporting and delivering products

Curriculum Implementation

The areas of instruction outlined above could be incorporated into existing courses or new agribusiness courses established in the applied biological and agricultural occupations department. Since the latter seems to be the appropriate action for most schools by allowing them to expand existing course offerings, outlines were developed for two one-semester agribusiness courses, or the two outlines could be combined for a one-year course. The course outlines are as follows:

Areas of instruction for the first semester.

1. Applying for a job
2. Understanding the importance of personal appearance
3. Advancing in an agribusiness
4. Developing desirable employee characteristics
5. Becoming an efficient employee
6. Handling problems on the job
7. Getting along with co-workers
8. Getting along with the boss
9. Maintaining proper relations with customers and competitors
10. Understanding agribusiness operating principles
11. Understanding how business operations influence the customer
12. Understanding principles of business communications
13. Speaking effectively
14. Communicating with customers
15. Understanding the role of a salesman
16. Understanding products
17. Opening a sales presentation
18. Presenting agricultural products to customers
19. Closing a sale
20. Advertising with a purpose

Areas of instruction for the second semester.

1. Applying knowledge of products and services
2. Storing and inventorying products in an agribusiness
3. Receiving products into the firm
4. Using mathematics in the agribusiness
5. Selling from behind the counter
6. Developing cross-selling and suggestive selling techniques
7. Understanding the customer's buying motives
8. Understanding advertising techniques
9. Displaying merchandise to promote sales
10. Using demonstrations to promote sales
11. Demonstrating products in selling
12. Identifying new and keeping existing customers
13. Developing good customer relations
14. Using the business telephone
15. Communicating with co-workers and management
16. Writing business communications
17. Gathering information
18. Recognizing factors which influence market change
19. Purchasing products for resale
20. Transporting and delivering products.

The course outlines were designed based on the assumption that students in these courses may be concurrently enrolled in a supervised occupational experience program. The areas of instruction were ordered according to priorities of need on the job, logical sequence of instruction and timeliness of instruction. Consequently all of the human relations competencies are included in the first semester. For the most part, the areas of instruction in the first semester received a higher rating than those in the second semester course. Therefore, if only one semester is devoted to agribusiness, the first semester course outline should be adopted.

The second semester course includes the more technical and advanced competencies in communications, salesmanship, sales promotion, and agribusiness operations. The course outlines may be altered to serve the needs of students in a given school.

The courses are referred to by the inclusive term agribusiness. When adapting the curriculum to a given community, school personnel may wish to use more descriptive terms such as "Agribusiness Personnel Development," "Agribusiness Operations," "Basic Principles of Agribusiness," "Advanced Principles of Agribusiness," or other terms which are meaningful to the local school and community.

Agribusiness a Part of Occupational Education in Agriculture

Figures 1 and 2 show the relationship of the agribusiness course(s) to the entire area of applied biological and agricultural occupations and the level of entry into agricultural occupations. An agribusiness course(s) which equips students with the competencies needed for nonfarm agricultural occupations should be a part of a comprehensive program. Students should complete basic courses in agriculture and applied biology before enrollment in the agribusiness course(s). Advanced or specialized courses related to the students' occupational objective should be taken before, during and/or after enrollment in the agribusiness course(s).

Figure 1 indicates that after completing the secondary school curriculum a student may go directly into an agricultural occupation or choose one of three different routes for advanced training.

Figure 2 gives a breakdown of the applied biological and agricultural occupations program at the secondary school level. Supervised occupational experience and membership in the FFA are recommended for all students enrolled in introductory and advanced applied biology and agriculture courses and agribusiness courses.

Figure 1. Occupational Education for Entry Into Applied Biological and Agricultural Occupations

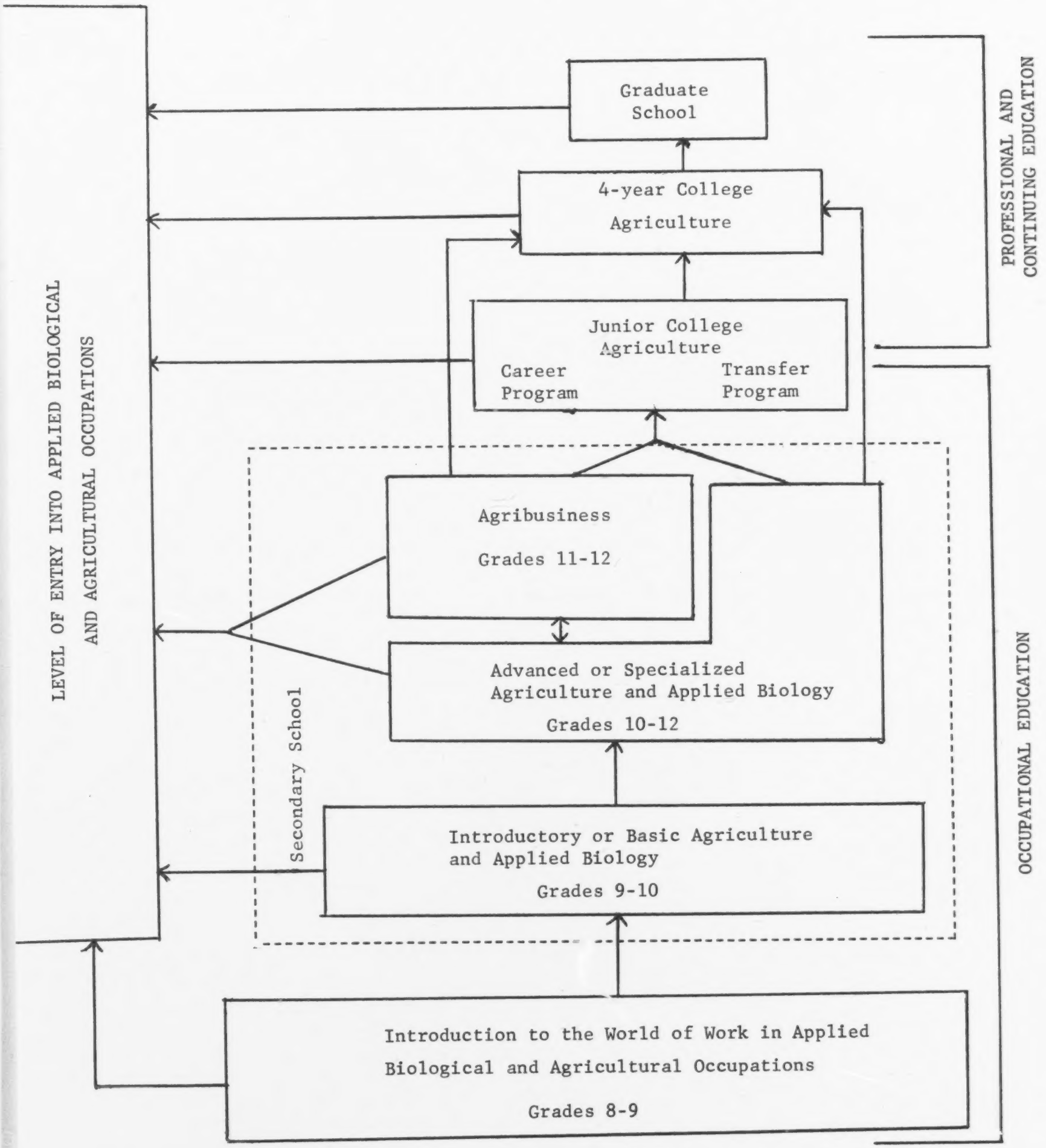
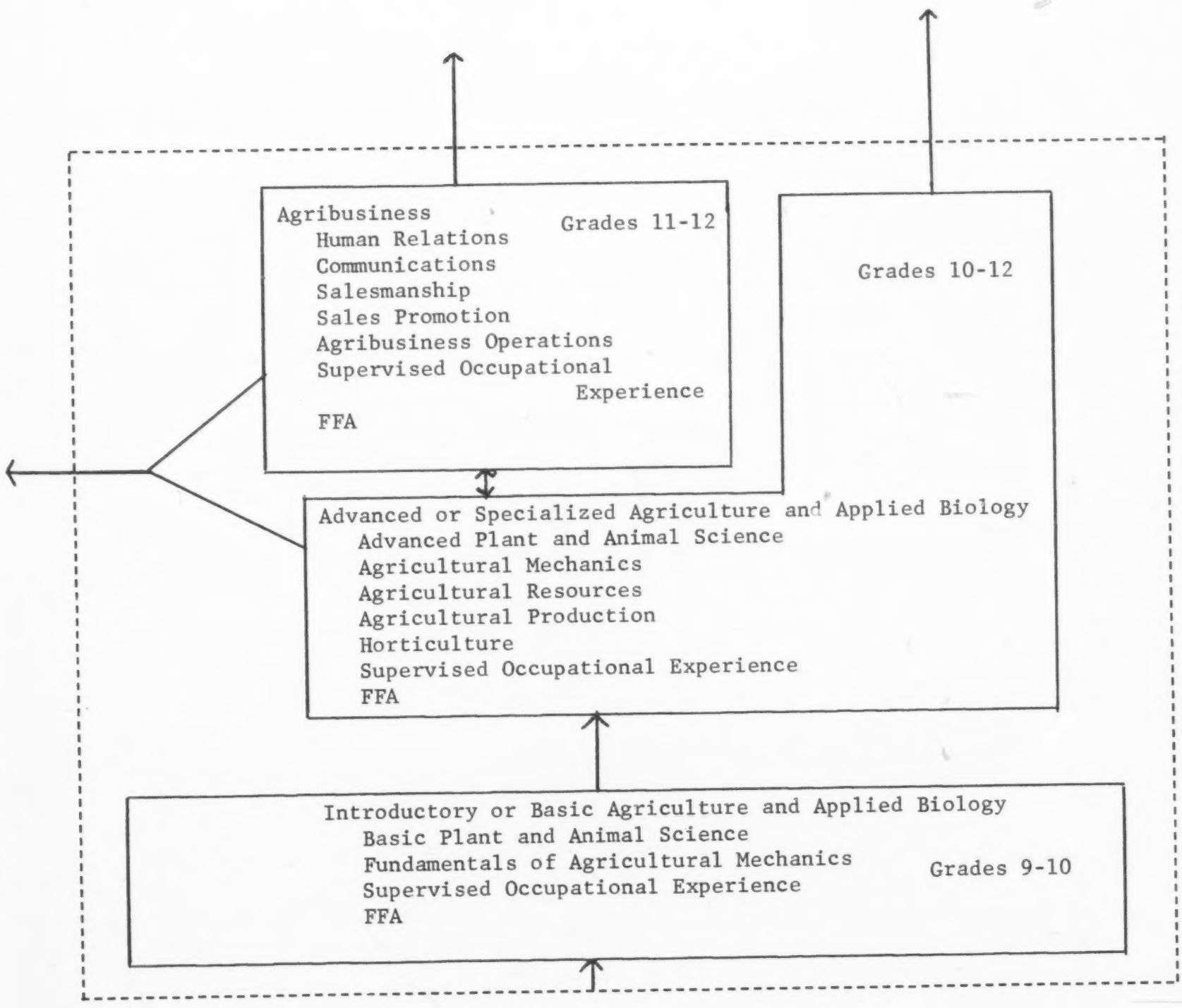


Figure 2. A Secondary School Program of Occupational Education for Applied Biological and Agricultural Occupations



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APPENDIX

(Copy of letter sent to agribusinessmen)

Since you were among the businessmen who cooperated with the University of Illinois last summer in providing agricultural occupations teachers with first-hand occupational experience in an agribusiness firm, will you please help us evaluate the competencies needed by beginning agribusiness workers. We are in the process of developing an agribusiness curriculum for secondary schools and need your help in determining competencies to be taught.

The questionnaire and instructions for evaluating the statements are enclosed. Please read the instructions carefully. I realize that you already have an overcrowded schedule, but will appreciate you adding this important task. May I plan on you returning the completed questionnaire by January 18, 1971?

A stamped, self-addressed envelope is enclosed for your convenience. If you have any questions, please call me at 333-3277, area code 217.

Thank you in advance for your help and promptness.

Gratefully yours,

David L. Williams
Assistant Professor
Agricultural Education

Enclosure

(Copy of letter sent to teachers)

Since you were among the teachers who participated in one or more of the summer workshops designed to give teachers firsthand occupational experience in nonfarm agricultural businesses, will you please help us evaluate the competencies needed by beginning agribusiness workers. We are in the process of developing an agribusiness curriculum for secondary schools and need your help in determining competencies to be taught.

The questionnaire and instructions for evaluating the statements are enclosed. Please read the instructions carefully. I realize that you already have an overcrowded schedule, but will appreciate you adding this important task. May I plan on you returning the completed questionnaire by January 18, 1971?

We are asking agribusinessmen to also evaluate the competencies. When all responses are summarized, your assistance will be needed again to isolate competencies that should be taught as part of a secondary school agribusiness curriculum.

A stamped, self-addressed envelope is enclosed for your convenience in returning the questionnaire. If you have any questions, please call me at 333-3277, area code 217.

Thank you in advance for your help and promptness.

Gratefully yours,

David L. Williams
Assistant Professor
Agricultural Education

INSTRUCTIONS FOR EVALUATING COMPETENCIES

Attached is a list of competencies (knowledges, skills and attitudes) deemed necessary for beginning employees to entry occupations in six types of nonfarm agribusinesses: agricultural supply and service, agricultural mechanics, agricultural products, ornamental horticulture, agricultural resources and forestry.

Although your experience may be primarily in one type of agribusiness, please evaluate the items with consideration to all six types of nonfarm agribusinesses. In evaluating the competencies, please remember that technical agriculture competencies (knowledges and skills in such areas as soils, plants, animals, mechanics, etc.) essential for workers in various agribusiness occupations are not included in this questionnaire, and that competencies needed primarily for entry employment in management or middle-level management positions are not necessarily included.

The questions with which we are concerned are: Which of these competencies are essential for individuals to enter first-level jobs in nonfarm agricultural businesses as beginning employees in various occupations? Which are highly desirable? Which are desirable? Which are not needed?

The following explanation of terms may help you in evaluating each competency:

1. Essential (must have): Competencies that beginning agribusiness workers must have.

2. Highly desirable (should have): Competencies that beginning agribusiness workers should have.

3. Desirable (nice to have): Competencies that would be nice for beginning agribusiness workers to have, but are not considered essential for entry employment.

4. Not needed (do not need): Competencies that are not generally needed by beginning agribusiness workers.

Directions. Please respond by placing an "X" in the appropriate column to indicate your judgement of the degree of importance of each statement.

(Copy of one page of the instrument used to evaluate competencies)

	Not Needed	Desirable	Highly Desirable	Essential
1. Understanding the role of the salesman in his job of marketing products.				
2. Ability to fill out the records and sales forms necessary to market the product.				
3. Understanding the credit policies, terms, and credit plans of the firm.				
4. Ability to accurately calculate the exact amount of a customer's purchase.				
5. Ability to make change and count it back to the customer.				
6. Ability to operate a cash register correctly.				
7. Understanding that it is the feeling of being a valued patron that converts occasional customers into regular ones.				
8. Understanding the methods of financing the sales.				
9. Understanding that a salesperson must have sufficient knowledge of the merchandise he sells.				
10. Ability to efficiently handle both charge and cash transactions.				
11. Ability to redeem merchandise coupons and reimburse customers for the correct amounts, according to the firm's policy and procedures.				

(Copy of letter sent to secondary and junior college teachers)

To facilitate articulation between secondary and junior college agribusiness curricula, we need your help again. Competencies needed by beginning nonfarm agribusiness workers were validated by a committee of consultants. The task now is to determine which competencies to include in the secondary school agribusiness curriculum and which ones should be taught as part of a junior college curriculum. The articulation questionnaire and instructions for responding are enclosed. Please read the instructions carefully.

May I plan on receiving the materials by February 1, 1971? A stamped, self-addressed envelope is enclosed for your convenience. If you have any questions, please call me at 333-3277, area code 217.

Thanks again for your help and promptness.

Gratefully yours,

David L. Williams
Assistant Professor
Agricultural Education

Enclosure

INSTRUCTIONS FOR CATEGORIZING COMPETENCIES

Attached is a list of competencies which you and other agricultural occupations instructors and agribusinessmen rated as essential, highly desirable or desirable for beginning workers in the following types of nonfarm agribusinesses: agricultural supply and service, agricultural mechanics, agricultural products, ornamental horticulture, agricultural resources and forestry.

Your assistance is needed to identify which competencies should be included in the secondary agribusiness curriculum and which ones should be taught as part of a community college curriculum. Please remember that competencies needed strictly for entry into management and middle management level positions were not necessarily included in this study; and that some individuals who have occupational objectives to work in nonfarm agricultural businesses do not seek occupational training beyond the secondary school.

Directions. Please respond by placing an "X" in the appropriate column at the right of each statement. An "X" in the "secondary" column would indicate that in your judgement the competency should be taught as part of a secondary agribusiness curriculum. An "X" in the "college" column would indicate that in your judgement the competency should be taught as part of a community college curriculum.

(Copy of one page of the instrument used to categorize competencies by educational level)

	Secondary	College
28. Ability to anticipate the needs of present and potential customers.		
29. Ability to demonstrate merchandise to create interest and desire in customers.		
30. Understanding that seeing, hearing, and participation on the part of the customer helps strengthen a sales presentation.		
31. Understanding that effectively handling merchandise builds respect for the goods in the customer's mind and helps to emphasize value.		
32. Ability to get merchandise into the customer's hands to create desire and attachment to the item.		
33. Ability to provide information about merchandise which will create desire or interest in customers.		
34. Ability in studying specific information in ads and using the advertised facts effectively in selling.		
35. Ability to determine selling features of products and/or services.		
36. Ability to show a genuine interest in the customer's problem.		
37. Ability to relate merchandise benefits to a customer's needs.		
38. Ability to recognize potentially good customers.		

PART II

Education for Agribusiness Occupations

A Guide to Secondary School Course Planning and Teaching

PREFACE

As the labor force required to produce food and fiber decreases, the demand for trained persons to work in supportive or nonfarm agricultural occupations increases. This shift from production to service occupations in agriculture was recognized nationally with the passage of the Vocational Education Act of 1963. One of the objectives established for vocational education in agriculture by the Act was to develop agricultural competencies needed by individuals engaged in or preparing to engage in agricultural occupations other than farming.

The broaden concept of vocational education in agriculture created a problem for teachers relative to what to teach and how to teach it. This publication contains teaching source units for areas of instruction that should be integrated into the applied biological and agricultural occupations program of secondary schools. The materials are divided into five modules: human relations in agribusiness, communications in agribusiness, agricultural salesmanship, agricultural sales promotion and agribusiness operations. They are designed for the teacher to use as a guide in planning learning activities for students whose occupational objectives are in one of the following areas of applied biological and agricultural occupations: agricultural supply and services, agricultural mechanics, agricultural products, ornamental horticulture, and agricultural resources. The term agribusiness is used to describe the nonfarm business which deal in agricultural products and services and/or whose employees are required to have knowledge and skills in agriculture.

The five modules are divided into 40 instructional areas. Each area includes a list of competencies to be developed, recommended references, supplementary references and suggested learning activities.

The competencies included in the materials were validated by a committee of teachers and agribusinessmen as the ones needed by beginning agribusiness employees which should be taught in the secondary school. The competencies may be used by the teacher in developing objectives and problem areas for instructional units. They may also be used as a basis for evaluation.

The recommended references are materials which were found to be up-to-date, readily available, and provide good information in the area for which they are recommended.

The supplementary references include materials that may not be readily available, teacher references, books which include only a small amount of information that applies to agribusiness, expensive materials, films and independent study materials. The source of both recommended and supplementary references is given in the back of the publication.

Suggested learning activities are included for each area of instruction to help the teacher adapt the instruction to the needs of his students and local community, and to stimulate creative ideas for learning activities. The materials were developed with the assumption that students may be concurrently enrolled in a supervised occupational experience program.

The materials are primarily concerned with human elements and general information which are applicable to most agribusiness occupations. Technical agricultural competencies which are essential for most agribusiness jobs are not necessarily included. The order in which the modules and instructional areas within each module should be taught may vary from school to school. They may be incorporated into existing courses or new agribusiness courses established in the applied biological and agricultural occupations department. Since the latter seems to be the appropriate action for most schools by allowing them to expand course offering, outlines were developed for two one-semester agribusiness courses using the areas of instruction in the five modules. The two outlines could be combined and used for a one-year course. If only one semester is devoted to agribusiness, the first semester course outline should be adopted. The outlines are presented in Appendix A. Figures which show the relationship of the agribusiness courses to the entire area of applied biological and agricultural occupations and level of entry into agricultural occupations are presented in Appendix B.

David L. Williams

Module: Human Relations in Agribusiness

Areas of Instruction:

I. Applying For a Job

II. Understanding the Importance of Personal Appearance

III. Advancing in an Agribusiness

IV. Developing Desirable Employee Characteristics

V. Becoming an Efficient Employee

VI. Handling Problems on the Job

VII. Getting Along With Co-workers

VIII. Getting Along With the Boss

IX. Maintaining Proper Relations With Customers and Competitors

Module: Human Relations in Agribusiness

I. Area of Instruction: Applying For a Job

A. Competencies to be Developed:

1. Ability to apply, interview for and secure a job.

2. Understanding how employees are selected for positions in agricultural firm.

B. Recommended References:

1. Business Behavior, Russon, Chapters 13 and 14.

2. Applying For a Job, VAS Unit 6001.

3. Applying For a Job, VAS Filmstrip 390.

4. Making the Most of Your Job Interview, New York Life.

C. Supplementary References:

1. Applying For a Job, Rath, Mason and Phipps.

2. Can I Get the Job, General Motors.

D. Suggested Learning Activities:

1. Have students select a job position and write a letter of application. The positions may be from want ads, or hypothetical.

2. Have students make an inventory on themselves. (See Business Behavior, page 210 for a model.)

3. Role play interviews in class and let the class members evaluate the interviews.

4. Invite a local employer, or employment agency representative to talk to the class and/or conduct a mock interview with one of the students.

5. Develop a check list for a successful job interview.

Module: Human Relations in Agribusiness

II. Area of Instruction: Understanding the Importance of Personal Appearance

A. Competencies to be Developed:

1. Ability to dress appropriately for the job and maintain a well-groomed appearance.

2. Ability to maintain good health for effective job performance.

B. Recommended References:

1. Business Behavior, Russon, Chapters 4, 5 and 6.

2. Fundamentals of Selling, Wingate and Nolan, Chapter 3.

3. Human Relations In Agricultural Business, VAS Unit No. 6003.

4. Human Relations In Agricultural Business, VAS Filmstrip No. 392.

C. Supplementary References:

1. Essential Aspects of Career Planning and Development, Atherton and Mumphrey, pp. 47-54.

D. Suggested Learning Activities:

1. Invite a home economist, clothing retailer, or other qualified persons to talk to the class about clothing selection, care, and costs.

2. Have students make a personal evaluation of their wardrobe and grooming habits and indicate what improvements should be made.

3. Have students make a self-analysis of physical characteristics.

Module: Human Relations in Agribusiness

III. Area of Instruction: Advancing in an Agribusiness

A. Competencies to be Developed:

1. Understanding the knowledges and skills required to work and advance in a firm.

2. Understanding the basis on which compensation, incentives and benefits are made.

3. Understanding the laws that affect young workers.

B. Recommended References:

1. Business Behavior, Russon, Chapter 15.

2. Child Labor Bulletin, No. 101.

C. Supplementary References:

1. Succeeding on the Job, Rath, Mason and Phipps.

2. Essential Aspects of Career Planning and Development, Atherton and Mumphrey, pp. 107-130 and 247-261.

3. Your Job: Getting Ahead, Film, University of Illinois.

D. Suggested Learning Activities:

1. Have students study the methods for compensation in an occupation of their choice and report to the class.

2. Have students list some of the characteristics of people in advanced positions of the firm where they are working.

3. Have each student discuss working and advancing in a business with the personnel manager in a firm of his choice.

4. Invite an employer or personnel manager to discuss with the class the opportunities and requirements for advancing in his firm.

Module: Human Relations in Agribusiness

IV. Area of Instruction: Developing Desirable Employee Characteristics

A. Competencies to be Developed:

1. Ability to accept responsibility.
2. Ability to demonstrate initiative and creativity.
3. Ability to accept criticism and turn it into a character building element.
4. Ability to exercise self-control during trying situations.
5. Ability to understand one's self.
6. Ability to adjust to change.
7. Ability to display drive, aggressiveness, and a strong desire to succeed.
8. Ability to recognize facts as opposed to opinion.
9. Understanding that nothing is quite so important or contagious as enthusiasm for the store, for the merchandise, and for the customers.

B. Recommended References:

1. Business Behavior, Russon, Chapters 1, 2 and 3.
2. Fundamentals of Selling, pp. 83-90.

C. Supplementary References:

1. Your Job: Good Work Habits, Film, University of Illinois.
2. I Dare You, Danforth.
3. A Study Guide for Placement-Employment Programs in Agriculture Business and Industry, Hemp and Krebs, pp. 16-22.
4. Just in Case You Think You're Normal, Tape.

D. Suggested Learning Activities:

1. Let students pick one of the characteristics above (responsibility, aggressiveness, etc.) and give a short report to the class on the importance of that characteristic in an agribusiness.
2. Have students identify "good" or "bad" characteristics of employees in the firm where they work. Discuss how each characteristic may influence the business operation.

Module: Human Relations in Agribusiness

V. Area of Instruction: Becoming an Efficient Employee

A. Competencies to be Developed:

1. Ability to plan and organize work.

2. Ability to use time wisely and efficiently.

3. Ability to be orderly and systematic.

4. Ability to make decisions.

5. Ability to adjust to a working situation.

6. Understanding the necessity to perform tasks in addition to one's job responsibilities when situations arise.

7. Ability to develop new ideas.

8. Understanding that a positive attitude is usually reflected in one's work.

B. Recommended References:

1. Business Behavior, Russon, Chapter 12.

C. Supplementary References:

1. Your Job: Fitting In, Film, University of Illinois.

2. Retailing Principles and Practices, Reichert, Meyer and Haines, Chapter 12.

D. Suggested Learning Activities:

1. Make use of the students experiences especially in on-the-job training to help them understand the need for these competencies.

2. Prepare a list of situations that may arise on a job. (These may be recalled from your experience in supervising students.) Discuss with students how they as an employer would react.

Module: Human Relations in Agribusiness

VI. Area of Instruction: Handling Problems on the Job

A. Competencies to be Developed:

1. Ability to think ahead and plan for any emergencies that might arise.

2. Understanding the necessity of long irregular hours at times.

3. Ability to maintain an objective point of view in problem solving.

B. Recommended References:

1. Business Behavior, Russon, Chapter 3.

C. Supplementary References:

1. How to Win Friends and Influence People, Carnegie.

D. Suggested Learning Activities:

1. Develop hypothetical cases and use role playing to help students develop skills in handling difficult problems they may encounter on the job.

2. Have students explain and discuss the need for irregular hours on their own job.

3. Develop a number of "sticky" on the job situations. Give one situation to each student and ask him how he would honestly react to that situation. At the same time have his classmates evaluate the honesty of his answer on a 1 to 5 scale. This should help each student see how he is perceived by his classmates. Also each classmate could be called upon to explain his evaluation.

   An example of a "sticky" situation is: By "horsing around" you caused a fire in the storeroom that did extensive damage. In an attempt to prevent such future fires your boss is going to call in an expensive consulting firm to determine the cause of the fire. What will you do now?

Module: Human Relations in Agribusiness

VII. Area of Instruction: Getting Along With Co-workers

A. Competencies to be Developed:

1. Understanding the importance of developing good working relations with co-workers and management.

2. Understanding that good human relations within a company build good public relations.

3. Ability to generate enthusiasm toward people.

4. Ability to see yourself as a fellow worker or employer might see you.

5. Understanding the etiquette in working with other people.

6. Ability to build morale in other employees.

7. Ability to give needed advice to co-workers without "knowing it all."

B. Recommended References:

1. Business Behavior, Russon, Chapter 11.

2. Fundamentals of Selling, Wingate and Nolan, Chapter 7.

3. Human Relations in Agricultural Business, VAS Unit No. 6003, part 5.

C. Supplementary References:

1. Essential Aspects of Career Planning and Development, Atherton and Mumphrey.

D. Suggested Learning Activities:

1. Invite a local businessman to talk to the class about getting along with co-workers.

2. Have each student make a list of five reasons why it is important to be able to get along with co-workers.

3. Make a list of the things the best liked co-worker in your business does to cause him or her to be well liked by the fellow workers.

4. Rate yourself on the ways you have used to get along with your fellow workers.

5. Have the students prepare a list of points to consider in discussing the question: "What constitutes a full days work for a full days pay?"

Module: Human Relations in Agribusiness

VIII. Area of Instruction: Getting Along With the Boss

A. Competencies to be Developed:

1. Understanding the relationship of the workers to the management.

2. Ability to accept and put into practice the planned policies and procedures of management.

3. Understanding that the store's personnel policies are established for the benefit of the store and the employee.

4. Understanding that next to job performance, human relations is an employee's greatest responsibility.

5. Ability to work cooperatively with fellow employees, supervisors, and management, being aware of their needs and motivations.

B. Recommended References:

1. A Study Guide for Placement-Employment Programs in Agricultural Business and Industry, Hemp and Krebs, pp. 67-68.

2. Fundamentals of Selling, Wingate and Nolan, pp. 220-226 and 246-254.

3. Business Behavior, Russon, Chapters 11 and 12.

C. Supplementary References:

1. Supervising on the Job, Rath, Mason and Phipps.

2. Essential Aspects of Career Planning and Development, Atherton and Mumphrey, pp. 157-177.

3. Your Job: You and Your Boss, Film, University of Illinois.

D. Suggested Learning Activities:

1. View and discuss the film "Your Job: You and Your Boss".

2. Have students discuss with the manager of a firm some of the characteristics he likes to see in an employee.

3. "Supervising on the Job" may be used for independent study, small group discussion, or class discussion.

Module: Human Relations in Agribusiness

IX. Area of Instruction: Maintaining Proper Relations With Customers and Competitors

A. Competencies to be Developed:

1. Ability to represent the agribusiness favorably to customers and outside business associates.

2. Ability to practice ethical behavior toward business competitors.

3. Ability to avoid misrepresentations of people, products, and policies.

4. Ability to show interest in others.

5. Ability to adapt to the personality and needs of customers.

6. Understanding that first impressions are important to the business and last impressions are longest remembered.

B. Recommended References:

1. Fundamentals of Selling, Wingate and Nolan, Chapters 3, 4 and 5.

2. Human Relations in Agricultural Business, VAS Unit No. 6003.

C. Supplementary References:

D. Suggested Learning Activities:

1. Provide the opportunity for students to interview some customers of an agribusiness asking them what they liked about that business, and why they started doing business with that particular firm.

Module: Communications in Agribusiness

Areas of Instruction:

I. Understanding Principles of Business Communications

II. Speaking Effectively

III. Communicating With Customers

IV. Using the Business Telephone

V. Communicating With Co-Workers and Management

VI. Writing Business Communications

VII. Gathering Information

Module: Communications in Agribusiness

I. Area of Instruction: Understanding Principles of Business Communications

A. Competencies to be Developed:

1. Understanding that communications must be a two-way street.

2. Understanding of situations in which to use a technical language or commonly understood language.

3. Understanding when to keep communications confidential.

4. Understanding that even in the most skillfully constructed communications, misinterpretations may develop.

B. Recommended References:

1. Fundamentals of Selling, Wingate and Nolan, Chapter 5.

C. Supplementary References:

1. How to Sell An Idea, Tape, Secord.

2. Communications Handbook, AAACE, pp. 3-18.

D. Suggested Learning Activities:

1. Prepare and play to the class a 3-5 minute tape recording which should include factual data and instructions. Have each student write his interpretation of what was said. Play back the tape to let them discover what problems occurred in the communication.

2. Divide the class into groups of 3 or 4 and have each group develop a list of reasons for keeping communications confidential. Using this list of reasons have each group develop and role play a situation.

Module: Communications in Agribusiness

II. Area of Instruction: Speaking Effectively

A. Competencies to be Developed:

1. Understanding that the "spoken word" is an important tool of the trade.

2. Ability to speak clearly and pleasantly, conveying spirit and enthusiasm in one's speech.

3. Understanding that gestures help convey feelings in spoken communications.

4. Understanding that certain thoughtlessly used terms or words can be misinterpreted by the listener.

B. Recommended References:

1. Business Behavior, Russon, Chapters 7, 8 and 9.

C. Supplementary References:

1. How to Win Friends and Influence People, Carnegie.

2. Communications Handbook, AAACE, pp. 21-30.

D. Suggested Learning Activities:

1. Have students make a short list of persons they consider to be good speakers, then evaluate the reasons for their choices.

2. Have students evaluate their own voice from a tape recording they have made. They should then list improvements they plan to make.

3. Have students read to the class a short article or advertisement from a magazine that is of interest to them.

4. Have students make short extemporaneous speeches on topics suggested by other class members.

Module: Communications in Agribusiness

III. Area of Instruction: Communicating With Customers

A. Competencies to be Developed:

1. Ability to meet and communicate with customers.

2. Ability to address customers in a business-like manner.

3. Ability to listen to customers' names and address and write them correctly.

4. Ability to communicate with customers regardless of their education or experience.

5. Ability to satisfactorily handle customer inquiries for general information.

6. Ability to interpret store policies to customers.

7. Ability to discuss delinquent accounts with a customer, keeping that person's goodwill.

B. Recommended References:

1. Fundamentals of Selling, Wingate and Nolan, Chapter 5.

C. Supplementary References:

1. A Study Guide for Placement-Employment Programs in Agriculture Business and Industry, Hemp and Krebs, pp. 104-6.

D. Suggested Learning Activities:

1. Use role playing followed by class discussion to help students become aware of the importance of good communications with customers.

2. Have each student develop a short list of problems that could arise due to improper communications.

3. Have students explain how they like to be treated as a customer. They may want to give examples of mistreatment as well.

4. Role play several situations in which store policy causes a problem. The policy may have to do with credit, returning supplies, or other related problems.

Module: Communications in Agribusiness

IV. Area of Instruction: Using the Business Telephone

A. Competencies to be Developed:

1. Ability to use the telephone correctly and effectively.

2. Ability to use the telephone in sales.

3. Ability to fill mail or telephone orders for products.

B. Recommended References:

1. Business Behavior, Russon, Chapter 8.

2. Fundamentals of Selling, Wingate and Nolan, pp. 405-416.

C. Supplementary References:

1. A Study Guide for Placement-Employment Programs in Agricultural Business and Industry, Hemp and Krebs, pp. 102-103.

2. Communications Handbook, AAACE, pp. 23-25.

3. Contact Illinois Bell Telephone or your local telephone company business representative for free materials and assistance.

D. Suggested Learning Activities:

1. Obtain two telephones and role play several telephone situations to develop skill in using a telephone in the agribusiness firm. (The Illinois Bell "Teletrainer" may also be used.)

2. Use role playing to give students practice in giving and taking telephone orders.

3. Discuss with students the use of the telephone in the businesses in which they are employed.

Module: Communications in Agribusiness

V. Area of Instruction: Communicating With Co-Workers and Management

A. Competencies to be Developed:

1. Ability to communicate effectively with co-workers and supervisors.

2. Ability to address fellow employees, supervisors, and management in a business-like manner.

3. Understanding that communication must be a two-way process between management and employees.

B. Recommended References:

1. Supervising on the Job, Rath, Mason and Phipps.

C. Supplementary References:

1. Managing for Greater Returns, Phillips, Chapters 6 and 7.

D. Suggested Learning Activities:

1. Using the cards (Supervising on the Job) as a starting point, discuss the implications for communications in an agribusiness.

Module: Communications in Agribusiness

VI. Area of Instruction: Writing Business Communications

A. Competencies to be Developed:

1. Ability to write informative and effective business communications.

B. Recommended References:

C. Supplementary References:

1. Communications Handbook, AAACE, pp. 33-39.

D. Suggested Learning Activities:

1. Have each student write a letter requesting free information or materials.

2. Have students write a formal intra-business communication (memorandum, announcement, newsletter, etc.).

3. Have each student write instructions for doing a simple task (change a tire, write a check, etc.). Then have students exchange papers and look for problems in communication. Perhaps several could be read aloud with another student attempting to do the task given only the instructions that have been written.

Module: Communications in Agribusiness

VII. Area of Instruction: Gathering Information

A. Competencies to be Developed:

1. Ability to listen to and follow directions.

2. Ability to absorb written material.

3. Understanding that valuable information can be gained by reading manufacturers' hand tags, labels, directions, etc.

B. Recommended References:

1. Fundamentals of Selling, Wingate and Nolan, pp. 203-215.

C. Supplementary References:

D. Suggested Learning Activities:

1. Have students explain to the class information found on a label, tag, or directions from a product or piece of equipment.

2. Have students study an advertisement or technical article for a short length of time. Quiz the class on specific items especially points of advantage, safety, caution, etc.

3. Have students read and explain to the class an article in an informative trade journal.

4. As a group list sources of information that may be useful to employees or management of an agribusiness.

Module: Agricultural Salesmanship

Areas of Instruction:

I. Understanding the Role of a Salesman

II. Understanding Products

III. Understanding the Customer's Buying Motives

IV. Identifying New and Keeping Existing Customers

V. Opening a Sales Presentation

VI. Presenting Agricultural Products to Customers

VII. Demonstrating Products in Selling

VIII. Closing the Sale

IX. Developing Cross Selling and Suggestive Selling Techniques

X. Selling Behind the Counter

Module: Agricultural Salesmanship

I. Area of Instruction: Understanding the Role of a Salesman

A. Competencies to be Developed:

1. Understanding the role of the salesman in his job of marketing products.

B. Recommended References:

1. Salesmanship in Agricultural Business, VAS Slide Film No. 391 (to be released in 1971-72).

2. Salesmanship in Agricultural Business, VAS Unit No. 6002, Parts 2 and 4.

3. Fundamentals of Selling, Wingate and Nolan, Chapters 1 and 2.

C. Supplementary References:

1. 1971 Farm Youth Almanac, pp. 52-60 and 66-75.

2. Salesmanship Fundamentals, Ernest and DaVall, Chapters 1 and 4.

3. Salesmanship, Kirkpatrick, Chapters 1, 2 and 3.

4. The Professional, Film, The Dartnell Corporation.

D. Suggested Learning Activities:

1. Have students state their opinion of sales and salesmen either through questioning or through a written report. Analyze responses of students and examine possible positive views of salesmanship not identified.

Module: Agricultural Salesmanship

II. Area of Instruction: Understanding Products

A. Competencies to be Developed:

1. Understanding that a salesperson must have sufficient knowledge of the merchandise he sells.

2. Ability to furnish specific information on any merchandise handled, through use of catalogs, specification sheets and other materials.

3. Ability to determine selling features of products and/or services.

4. Ability to translate merchandise label information into selling points.

B. Recommended References:

1. Salesmanship in Agricultural Business, VAS Unit No. 6002, Part 4.

2. Fundamentals of Selling, Wingate and Nolan, Chapter 6.

C. Supplementary References:

1. Store Salesmanship, Robinson, Blackler, and Logan, Chapter 9.

2. Retailing Principles and Practices, Reichert, Meyer and Haines, Chapters 23 and 24.

3. Salesmanship Fundamentals, Ernest and DaVall, Chapter 9.

4. Salesmanship, Kirkpatrick, Chapter 6.

5. Fertilizer Sales and Serviceman, Feed Sales and Serviceman, Texas A & M.

6. Agricultural Chemicals Employee, Texas A & M.

D. Suggested Learning Activities:

1. Have students attempt to sell a product that is completely unfamiliar to them.

2. Have students attempt to sell a product familiar to them.

3. Bring in samples of common agricultural products and have students list features of each. Next, give students different types of prospects, and have them list only the selling features appropriate to each type of prospect. Actual products handled by agribusiness firms gives authenticity to the classroom and increases the interest of agribusinessmen in the local school.

Module: Agricultural Salesmanship

III. Area of Instruction: Understanding the Customer's Buying Motives

A. Competencies to be Developed:

1. Ability to determine a customer's wants and desires during a sale.
2. Ability to distinguish a customer's personal characteristics while talking to him.
3. Ability to show a genuine interest in the customer's problem.
4. Understanding that customer loyalty can be built with timely merchandise and friendly service.
5. Ability to promote customer satisfaction with a product or a service.
6. Ability to handle customer complaints according to policy of the firm.

B. Recommended References:

1. Fundamentals of Selling, Wingate and Nolan, Chapters 4 and 7D.
2. Salesmanship in Agricultural Business, VAS Unit No. 6002. Part 5.

C. Supplementary References:

1. 1971 Farm Youth Almanac, pp. 61-65.
2. Store Salesmanship, Robinson, Blackler and Logan, pp. 14-20, 29-34.
3. Salesmanship Fundamentals, Ernest and DaVall, Chapter 8.
4. Salesmanship, Kirkpatrick, Chapter 8.
5. E-A-S-Y Selling, Record, Charles Cullen.
6. How to Sell the 10 Things People Want, Record, McQuaig.

D. Suggested Learning Activities:

1. Have students make a list of basic human wants.
2. Have students draw up personality sketches of people to whom they expect to sell. After the students have developed these sketches, have a student assume his sketched personality and have another student attempt to sell him an appropriate product.
3. Have students develop a list of leading questions that cannot be answered yes or no. By asking these questions during a role-playing exercise the "buyer" is required to talk about himself and his needs.

Module: Agricultural Salesmanship

IV. Area of Instruction: Identifying New and Keeping Existing Customers

A. Competencies to be Developed:

1. Ability to recognize potentially good customers.

2. Ability to win confidence of the customers.

3. Ability to remember customers' names when serving them.

4. Ability to treat customers with courtesy even though they do not buy in the hope that they will buy at some future date.

5. Understanding that it is the feeling of being a valued patron that converts occasional customers into regular ones.

6. Ability to approach and greet the customer when delivering the product.

B. Recommended References:

1. Fundamentals of Selling, Wingate and Nolan, Chapter 8.

C. Supplementary References:

1. Business Behavior, Russon, p. 142.

2. Salesmanship Fundamentals, Ernest and DaVall, Chapter 10.

3. Salesmanship, Kirkpatrick, Chapters 7 and 16.

4. Are You the Cause or the Result?, Record, Robert.

D. Suggested Learning Activities:

1. Pass out prospecting forms or cards such as a salesman would use and have students fill them out on a friend, relative or other acquaintance.

2. Have students role-play situations where the salesman needs to remember names and other important customer information.

Module: Agricultural Salesmanship

V. Area of Instruction: Opening a Sales Presentation

A. Competencies to be Developed:

1. Understanding the ground work that must be established before beginning a sales presentation.

2. Ability to determine when to approach a customer to open a sale.

3. Ability to open a sales conversation with a suitable statement or remark.

4. Understanding that merchandise information is a useful tool in opening a sales conversation with a customer.

B. Recommended References:

1. Salesmanship in Agricultural Business, VAS Unit No. 6002, Part 6.

2. Fundamentals of Selling, Wingate and Nolan, Chapters 9A and B.

C. Supplementary References:

1. Store Salesmanship, Robinson, Blackler and Logan, pp. 38-47.

2. Salesmanship Fundamentals, Ernest and DaVall, Chapter 12.

3. Salesmanship, Kirkpatrick, Chapters 10 and 11.

4. News as a Powerful Sales Tool, Record, Motley.

D. Suggested Learning Activities:

1. Have students plan a sales presentation. Plans should include prospect information, opening, step-by-step sales strategy, leading questions, trial closings, and a list of possible objections and their solutions. Have classmates analyze each part of the sales presentations.

Module: Agricultural Salesmanship

VI. Area of Instruction: Presenting Agricultural Products to Customers

A. Competencies to be Developed:

1. Ability to provide information about merchandise which will create interest and desire in customers.

2. Ability to interpret the features of a product in terms of benefits to customers.

3. Ability to relate merchandise benefits to a specific customer's needs.

B. Recommended References:

1. Fundamentals of Selling, Wingate and Nolan, Chapters 6A and E, and 9C.

C. Supplementary References:

1. Store Salesmanship, Robinson, Blackler and Logan, pp. 48-57.

2. Salesmanship Fundamentals, Ernest and DaVall, Chapters 11 and 13.

3. Salesmanship, Kirkpatrick, Chapter 12.

4. Sales Tales, Record, Silling.

5. Take Command, Film, Dartnell Corporation.

D. Suggested Learning Activities:

1. Have each student make a formal sales presentation to the class.

2. Have students select a product, then list as many features of that product as possible. Next hand out short personality sketches of prospects and have student list only the benefits that such a customer could receive from this product.

Module: Agricultural Salesmanship

VII. Area of Instruction: Demonstrating Products in Selling

A. Competencies to be Developed:

1. Understanding that seeing, hearing and participation on the part of the customer helps strengthen a sales presentation.

2. Understanding that handling merchandise effectively builds respect for the goods in the customer's mind and helps to emphasize value.

3. Ability to show customers the points of superiority of one's own product in comparison to competing products.

B. Recommended References:

1. Fundamentals of Selling, Wingate and Nolan, Chapter 9D.

C. Supplementary References:

1. Store Salesmanship, Robinson, Blackler and Logan, pp. 57-65.

2. Salesmanship, Kirkpatrick, Chapter 13.

D. Suggested Learning Activities:

1. Have each student demonstrate a product before the class as part of his second sales presentation. The product selected must either be one which can be demonstrated in class, or the student must obtain permission to move the class to his product.

2. Have students develop visual aids to be used in their sales presentations.

Module: Agricultural Salesmanship

VIII. Area of Instruction: Closing the Sale

A. Competencies to be Developed:

1. Ability to help a customer make a buying decision.

2. Ability to determine where a customer is in his thinking and proceed to assist him through the remaining decisions in the buying process.

3. Ability to convince the customer that he should purchase the product by meeting his objections.

4. Ability to close the sale of a product.

5. Ability to benefit from sales which are not closed successfully.

B. Recommended References:

1. Salesmanship in Agricultural Business, VAS Unit No. 6002, Parts 7 and 8.

2. Fundamentals of Selling, Wingate and Nolan, Chapters 10, 5A, D and E, and pp. 323-325.

C. Supplementary References:

1. Store Salesmanship, Robinson, Blackler and Logan, Chapters 4 and 5.

2. Salesmanship Fundamentals, Ernest and DaVall, Chapters 14 and 15.

3. Salesmanship, Kirkpatrick, Chapters 14 and 15, pp. 217-236.

4. Second Effort, Film, Dartnell Corporation.

D. Suggested Learning Activities:

1. Present different situations in the buying process and have students discuss which decisions have been made and which ones should be stressed.

2. Role play examples given on pp. 217-236 of Salesmanship by Kirkpatrick.

Module: Agricultural Salesmanship

IX Area of Instruction: Developing Cross Selling and Suggestive Selling Techniques

A. Competencies to be Developed:

1. Ability to effectively suggest merchandise that might satisfy the needs of the customer.

2. Ability to suggest to customers items of merchandise or services that can be substituted for the ones that are unavailable.

3. Ability to suggest larger quantities, related goods, and additional goods in an effort to increase the average sale.

4. Ability to figure discounts to encourage larger users.

B. Recommended References:

1. Fundamentals of Selling, Wingate and Nolan, Chapters 9E, 11A and 12A.

C. Supplementary References:

1. Store Salesmanship, Robinson, Blackler and Logan, Chapter 6.

2. Salesmanship Fundamentals, Ernest and DaVall, Chapter 16.

3. The Real Art of Selling, Record, Anderson.

D. Suggested Learning Activities:

1. Have each student develop a list of standard methods of cross selling and suggestive selling.

2. Have students work these techniques into their sales presentations.

Module: Agricultural Salesmanship

X. Area of Instruction: Selling Behind the Counter

A. Competencies to be Developed:

1. Ability to assist customers in selecting and weighing the quantity of produce they desire, bagging, and price marking it.

2. Ability to locate products within the firm.

3. Ability to accurately calculate the exact amount of a customer's purchase.

4. Ability to make change and count it back to the customer.

5. Ability to operate a cash register correctly.

6. Ability to efficiently handle both charge and cash transactions.

7. Ability in computing local, state, and federal taxes which must be applied in the sale of products.

8. Understanding the most efficient methods to wrap and/or pack customer's purchases.

B. Recommended References:

1. Retailing, Principles, and Practices, Reichert, Meyer and Haines, Chapters 16, 17 and 18.

2. Tips on Making Change, National Cash Register Company.

C. Supplementary References:

1. Salesmanship, Kirkpatrick, Chapter 19.

D. Suggested Learning Activities:

1. Role play retail selling. Have students count change, wrap purchases and other activities associated with counter selling. These activities are ideally learned during on-the-job training, but if this is not feasible, they should be simulated in the classroom.

2. Have students write a report on "What I Most Dislike in Sales Clerks." Have students present these papers aloud and invite discussion. Direct discussion in direction of what they can do to insure that they will be better retail salesmen.

Module: Agricultural Sales Promotion

Areas of Instruction

I. Displaying Merchandise to Promote Sales

II. Developing Good Customer Relations

III. Using Demonstrations to Promote Sales

IV. Understanding Advertising Techniques

V. Advertising With a Purpose

Module: Agricultural Sales Promotion

I. Area of Instruction: Displaying Merchandise to Promote Sales

A. Competencies to be Developed:

1. Understanding that good display of merchandise is a prime factor in developing a customer's interest.

2. Understanding that special displays can create a favorable price image in the minds of customers.

3. Understanding that displays should reflect the character of the store in both quantity and quality.

4. Ability to do the housekeeping procedures necessary for the proper upkeep of departmental merchandise displays.

5. Ability to rearrange or replace merchandise sold from interior displays.

6. Understanding that clean store display windows enhance the merchandise being shown.

7. Ability in arranging counter displays of merchandise.

B. Recommended References:

1. Marketing, Sales Promotion, and Advertising, Nolan and Warmke, Chapter 16.

2. Fundamentals of Selling, Wingate and Nolan, pp. 490-500.

3. Display Selling, National Cash Register Company.

C. Supplementary References:

D. Suggested Learning Activities:

1. Have the students plan and prepare a display for the businesses in which they work or plan to work.

2. Have the students prepare a color display of merchandise from a business to be exhibited in the classroom.

3. Divide the class into two groups and allow each to display an exhibit showing promotional techniques.

4. Have the students look at a business display and report back to class concerning its purposes, effect and the techniques used.

Module: Agricultural Sales Promotion

II. Area of Instruction: Developing Good Customer Relations

A. Competencies to be Developed:

1. Understanding the employees' responsibility in promoting the firm.

2. Ability to make personal sales calls in an effort to increase business.

3. Understanding how promotional techniques lead to sales of products and services.

4. Ability to identify good promotional and advertising techniques.

B. Recommended References:

1. Marketing, Sales Promotion, and Advertising, Nolan and Warmke, Chapters 12, 21, 22, 23 and 24.

2. Fundamentals of Selling, Wingate and Nolan, pp. 101-103, 127-130, 117-118 and 275-276.

3. Business Behavior, Russon, Chapters 7 and 9.

C. Supplementary References:

D. Suggested Learning Activities:

1. Arrange a mock personal sales call in the classroom.

2. Allow students to visit local businesses and report attempts to improve customer relations.

3. Arrange student panel discussions concerning good sales promotional relations.

4. Arrange a mock telephone sales promotion in the classroom.

5. As the teacher plays the role of the salesman, allow students to react to different techniques and discuss possible problems.

Module: Agricultural Sales Promotion

III. Area of Instruction: Using Demonstrations to Promote Sales

A. Competencies to be Developed:

1. Understanding the various methods of promoting agricultural products by demonstration.

2. Ability to conduct demonstrations with company products.

B. Recommended References:

1. Fundamentals of Selling, Wingate and Nolan, pp. 314-320.

C. Supplementary References:

D. Suggested Learning Activities:

1. Allow students to role play sales promotional demonstrations using power tool or other equipment.

2. Have students interview local implement dealers concerning sales promotional demonstration policies.

3. Allow students to prepare a plan for a series of promotional demonstrations of a new product.

4. Conduct a field trip to a fair, farm progress show, or some other implement show and have students relate their experiences to sales promotion.

Module: Agricultural Sales Promotion

IV. Area of Instruction: Understanding Advertising Techniques

A. Competencies to be Developed:

1. Understanding that advertising should be supplemented by attractive displays, and an efficient sales force.

2. Understanding the types of media that are available for advertising.

3. Understanding the relationship between customer reaction and advertising.

4. Understanding that effective advertising builds customer good will.

5. Understanding that it is necessary to know the facts about merchandise being advertised.

6. Understanding that although the ultimate goal of advertising is to sell goods and services, the salesperson usually completes the sale.

B. Recommended References:

1. Marketing, Sales Promotion, and Advertising, Nolan and Warmke, Chapters 8, 17, 18, 19 and 20.

2. Fundamentals of Selling, Wingate and Nolan, pp. 440-490.

C. Supplementary References:

1. Salesmanship, Kirkpatrick, Chapter 5.

D. Suggested Learning Activities:

1. Have students collect advertisements and explain how they appeal to customers.

2. Have students collect magazine advertisements and analyze how they utilize color psychology to draw attention.

3. Have students prepare advertisements for agricultural products using different techniques.

4. Prepare a list of advertising techniques and allow groups of students to collect examples of each.

Module: Agricultural Sales Promotion

V. Area of Instruction: Advertising With a Purpose

A. Competencies to be Developed:

1. Understanding the reasons for advertising products and services.

2. Understanding the purposes of advertising.

3. Understanding that advertising presells goods and services to the customer making the customer easier to sell once he is in the store.

4. Understanding that advertising can produce immediate sales or create a favorable attitude toward the store for future sales.

B. Recommended References:

1. Marketing, Sales Promotion, and Advertising, Nolan and Warmke, Chapters 9, 10, 11 and 12.

2. Fundamentals of Selling, Wingate and Nolan, pp. 434-440.

C. Supplementary References:

1. Salesmanship, Kirkpatrick, Chapter 5.

D. Suggested Learning Activities:

1. Have students select an advertisement from a newspaper or magazine and explain how it presells a product.

2. Have students identify and analyze methods which an agricultural firm might follow in order to determine if advertising is profitable.

3. Divide the students into groups and section an agricultural magazine into as many parts as there are groups. Assign each group to analyze and discuss the different advertising techniques displayed in their section of the magazine.

4. Have teams of two students design and construct an advertisement for an agricultural product.

Module: Agribusiness Operations

Areas of Instruction:

I. Understanding Operating Principles

II. Understanding How Business Operations Effect The Customer

III Applying Knowledge of Products and Service

IV. Using Mathematics In The Agribusiness

V. Recognizing Factors Which Influence Market Change

VI. Purchasing Products For Resale

VII. Receiving Products Into The Firm

VIII. Storing and Inventorying Products

IX. Transporting and Delivering Products

Module: Agribusiness Operations

I. Area of Instruction: Understanding Operating Principles

A. Competencies to be Developed:

1. Understanding the lines of authority and responsibility of personnel in a firm.

2. Understanding the importance of the profit motive in the pricing of agricultural products and services.

3. Understanding the operating expenses of the agribusiness.

4. Understanding that careful use of supplies will help control expenses.

5. Understanding billing procedures.

6. Ability to handle and care for equipment owned by the firm.

B. Recommended References:

1. Retail Merchandising, Wingate and Weiner, Chapter 10.

C. Supplementary References:

1. Managing for Greater Returns in Grain, Feed and Other Retail Businesses Serving Agriculture, Phillips.

2. Store Salesmanship, Robinson, Blackler and Logan, Chapters 8 and 12.

3. Business Principles, Organization and Management, Tonne, Simon and McGill, Chapter 13.

4. Retailing Principles and Practices, Reichert, Meyer and Haines, Chapter 18.

5. Exploring Agribusiness, Roy, Chapter 14.

D. Suggested Learning Activities:

1. Visit an agribusiness and ask the business manager to explain his pricing method to the class.

2. Have the class identify and analyze operating costs of an agribusiness and determine how costs influence the operation of the firm.

3. Have students ask their placement-employers or some businessman to explain his pricing techniques.

4. Have students become familiar with balance sheets and operating statements by observing these functions being carried out or by actually filling them out themselves in their placement-employment jobs.

5. Aid the class in preparing a list of laws concerning agribusiness operations that they have observed in practice in an agribusiness firm.

6. Have an agribusinessman tell the class of laws that apply to his firm and agribusiness in general.

7. Have students identify and analyze business organizations around the community, determining how they are alike and how they are different.

8. After visiting an agribusiness firm, have students draw up a personnel organizational chart with arrows indicating channels of authority.

Module: Agribusiness Operations

II. Area of Instruction: Understanding How Business Operations Effect the Customer

A. Competencies to be Developed:

1. Understanding the value of service to a customer.

2. Understanding that a well-kept agribusiness is a primary means of attracting and holding customers.

B. Recommended References:

1. Fundamentals of Selling, Wingate and Nolan, Chapters 7 and 11.

C. Supplementary References:

1. Retailing Principles and Practices, Reichert, Meyer and Haines, Chapter 13.

2. Retail Merchandising, Wingate and Weiner, Chapter 14.

D. Suggested Learning Activities:

1. Set up an imaginary sales situation between students and let them carry out all the transactions necessary in making a sale Include appearance of seller, sale opening and sale closing.

2. Have students suggest several means of keeping an attractive agribusiness to maintain customers interested in the firm.

3. Have students identify customer services that would benefit the firm in terms of keeping customers and improving customer relations.

4. Have students observe the use of credit in a local agribusiness, or have a manager of an agribusiness talk to the class about the credit policies of his firm.

5. Identify various types of product discounts, quantity, cash, bulk, etc., and have students determine how these effect a firm.

Module: Agribusiness Operations

III. Area of Instruction: Applying Knowledge of Products and Service

A. Competencies to be Developed:

1. Ability to identify all the products and services of the firm.

2. Ability to find and use product information of the firm.

3. Ability to interpret verbal description into a product.

4. Understanding of brand or trade names identifying products by producers or distributors.

5. Ability to select and quote factual information about certain products.

6. Understanding how each of the products and services effect the operation and success of the firm.

7. Understanding that merchandise information can be gained by handling merchandise and by using it.

8. Understanding the relationship between the firm's products and its competitor's products.

9. Understanding that a continual program of training and retraining employees with product knowledge must be carried out.

B. Recommended References:

1. Fundamentals of Selling, Wingate and Nolan, Chapters 4, 6, 7 and 12.

2. Store Salesmanship, Robinson, Blackler and Logan, Chapters 9 and 10.

C. Supplementary References:

1. Retailing Principles and Practices, Reichert, Meyer and Haines, Unit 8.

D. Suggested Learning Activities:

1. Have students collect advertisements of agribusinesses representing various products and services.

2. Have someone from an agribusiness meet with the class and explain how business policies are established and carried out.

3. Review business and credit policies of firms where students are employed.

4. Choose some item sold by a particular agribusiness and compare its value with similar items from other businesses.

5. Identify various standards and grades of the products with which the students are familiar and analyze how they differ from one product to another.

6. Role play--Customer has a problem, student finds solution in form of a product his company sells or product he knows about. Can be made into a "Stump the Expert" type of game. Each student takes a turn at being an "Expert" and other students attempt to find needs he cannot fill with an existing product.

Module: Agribusiness Operations

IV. Areas of Instruction: Using Mathematics in the Agribusiness

A. Competencies to be Developed:

1. Ability to use principles of mathematics and apply this knowledge to the operation of the business.

B. Recommended References:

1. Fundamentals of Selling, Wingate and Nolan, Chapter 10.

C. Supplementary References:

1. Store Salesmanship, Robinson, Blackler and Logan, Chapter 11.
2. Business Mathematics, Rosenberg and Lewis.
3. Essentials of Business Arithmetic, Kanzer and Schoof.

D. Suggested Learning Activities:

1. Have students identify mathematical problems encountered in the business where they work, and then prepare a typical problem with which they are concerned.
2. Have each student set a price on some item and have the class figure percentage markup and markdown.
3. Have students suggest examples of how interest charges add to the cost of a purchased product.

Module: Agribusiness Operations

V. Area of Instruction: Recognizing Factors Which Influence Market Change

A. Competencies to be Developed:

1. Understanding the new ideas and trends in farm operation.

2. Understanding the relationship between agriculture and other industries.

3. Understanding local agricultural practices.

4. Understanding effects of weather on crop production.

B. Recommended References:

1. Four Common Ways of Doing Business, VAS Unit No. 2030.

2. Fundamentals of Selling, Wingate and Nolan, Chapter 1.

C. Supplementary References:

1. Exploring Agribusiness, Roy, Chapters 4 and 11.

D. Suggested Learning Activities:

1. Have students construct a chart showing the operating capital requirements of a typical farm over a year's period, and that of an agribusiness to demonstrate how capital requirements are similar for these two types of businesses.

2. Have students identify and analyze examples of new ideas and new trends that apply to agribusinesses as well as production agriculture.

3. Conduct a field trip to a local agribusiness and observe some of the marketing functions in operation.

4. Have the students trace the market channel of some product from production to final consumer product.

5. Review various standard and grading practices related to agricultural products.

Module: Agribusiness Operations

VI. Area of Instruction: Purchasing Products For Resale

A. Competencies to be Developed:

1. Understanding the importance of accuracy in ordering supplies.

2. Understanding that the customer is the determining factor in buying merchandise for a retail store or department.

3. Understanding the consequences of miscalculation in purchasing products for the firm.

4. Understanding the relationship between customer demands and the amount of products purchased by a firm.

5. Understanding the importance of timeliness in ordering and allowing for delivery of products to the firm.

6. Understanding how the success of a firm is related to proper purchasing functions.

7. Understanding the results of not having merchandise which customers of the firm desire.

B. Recommended References:

1. Retailing Principles and Practices, Reichert, Meyer and Haines, Chapter 17.

2. Retail Merchandising, Wingate and Wiener, Chapter 6.

3. Fundamentals of Selling, Wingate and Nolan, Chapters 4, 11 and 12.

C. Supplementary References:

1. Business Principles Organization and Management, Tonne, Simon and McGill, Chapter 2.

2. Store Salesmanship, Robinson, Blackler and Logan, Chapter 18.

3. Exploring Agribusiness, Roy, Chapters 9 and 15.

D. Suggested Learning Activities:

1. Have students make a purchase order for some item of equipment needed in the class or shop, or for the business in which they are employed.

2. Visit an agribusiness to observe receiving procedure when merchandise is delivered to the firm.

3. Have a local agribusinessman explain to the class the importance of keeping good records.

4. Have the students collect sales tickets and order forms from various businesses that have been improperly filled out and determine probable reason of each error.

5. Have the students trace the procedure an agribusiness follows from the time a need for a particular product is recognized until the product is displayed in the firm.

6. Identify and analyze the provisions that a dealer for an agricultural manufacturer must observe. Example: Amount dealer is required to buy annually, dealer restrictions, services provided to and by the dealer, etc.

7. Role play--teacher represents an irate customer because the firm does not have a product he needs. Student plays part of representative of the firm.

Module: Agribusiness Operations

VII. Area of Instruction: Receiving Products Into The Firm

A. Competencies to be Developed:

1. Ability to accurately check merchandise against an invoice.

2. Ability to handle invoices and returns of merchandise.

3. Ability to identify and understand the chain of command and chain of authority, involved in the product-receiving function of the firm.

4. Ability to determine when newly received products are of an unsatisfactory quality and should be returned to the supplier or warehouse.

B. Recommended References:

1. Retailing Principles and Practices, Reichert, Meyer and Haines, Chapter 6.

2. Fundamentals of Selling, Wingate and Nolan, Chapter 12.

C. Supplementary References:

1. Store Salesmanship, Robinson, Blackler and Logan, Chapter 16.

2. Retail Merchandising, Wingate and Weiner, Chapter 9.

3. Exploring Agribusiness, Roy, Chapter 14.

D. Suggested Learning Activities:

1. Arrange for students to be engaged in filing receiving reports at his placement center, or visit an agribusiness to observe this procedure when merchandise is delivered to an agribusiness.

2. Have students develop a series of receiving procedures used by some agribusinesses. Review how receiving functions may differ for different products.

3. Have students report on what should be done with products that are not properly shipped to the agribusiness.

Module: Agribusiness Operations

VIII. Area of Instruction: Storing and Inventorying Products

A. Competencies to be Developed:

1. Understanding that damaged or spoiled merchandise must be kept at a minimum to protect the firm's profit picture.
2. Ability to properly store incoming products.
3. Understanding that safety precautions are necessary in handling and storing certain agricultural products.
4. Understanding that stockkeeping errors or losses affect company profits.
5. Ability to participate in merchandise counts for physical inventories.
6. Ability to maintain mathematically correct stock control records.
7. Understanding the need for efficient storage arrangement of products.
8. Understanding how proper handling and storage will affect the product quality.
9. Understanding the procedures involved in a merchandise count for physical inventory.
10. Understanding that carefully calculating exact amounts of a customer's purchase will prevent inventory shortages.

B. Recommended References:

1. Fundamentals of Selling, Wingate and Nolan, Chapter 12.

C. Supplementary References:

1. Exploring Agribusiness, Roy, Chapter 6.

D. Suggested Learning Activities:

1. Have students determine what inventory system(s) are used in the firm in which they are employed.
2. Have students prepare an inventory of an agribusiness firm (real or imaginary) complete with prices of products.
3. Have students list various storage facilities used in a nearby agribusiness or where employed.
4. Have students select a specific agricultural product and suggest a storage area and handling method that would prevent damage.
5. Visit a local agribusiness and have the manager explain his method of handling and storing products.

Module: Agribusiness Operations

IX. Area of Instruction: Transporting and Delivering Products

A. Competencies to be Developed:

1. Understanding the part delivery service plays in promoting good public relations for the agribusiness.

2. Ability to prepare and deliver the product to the customer.

3. Ability to recognize information that must be included in ordering instructions.

B. Recommended References:

1. Fundamentals of Selling, Wingate and Nolan, Chapter 11.

C. Supplementary References:

1. Exploring Agribusiness, Roy, Chapter 6.

D. Suggested Learning Activities:

1. Have students determine the unit transportation charge of a major product handled by an agribusiness firm.

2. Have students identify the various means of delivery and determine which are used primarily by agribusinesses.

3. Have the class go through the operations involved in ordering goods for an agribusiness firm.

4. Have students become familiar with the correct means of filling out shipping and transportation forms.

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   Units: No. 2030--Four Common Ways of Doing Business
   No. 6001--Applying for a Job
   No. 6002--Salesmanship in Agricultural Business
   No. 6003--Human Relations in Agricultural Business

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   No. 391--Salesmanship in Agricultural Business*
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   How to Sell an Idea, Arthur Secord, No. 143.

   E-A-S-Y Selling, Charles Cullen, No. 160.

   How to Sell the Ten Things People Want, Jack McQuaig, No. 165.

   Are You the Cause or the Result?, Cavett Robert, No. 158.

   News as a Powerful Sales Tool, Red Motley

   Sales Tales, Si Silling, No. 178.

   The Real Art of Selling, Robert Anderson, No. 160.

2. Dartnell Corporation, 4660 Ravenswood, Chicago, Illinois 80640. (Dartnell films could be quite useful, but are expensive.)

   The Professional (Professionalism in Sales)

   Take Command (Sales Personality)

   Second Effort (Vince Lombardi on ambition and drive)

3. Visual Aids Service, University of Illinois, 704 South Sixth, Champaign, Illinois 61820.

   Your Job: Getting Ahead, Film No. 50022.

   Your Job: Good Work Habits, Film No. 50026.

   Your Job: Fitting In, Film No. 52929.

   Your Job: You and Your Boss, Film No. 50024.

4. Murmil Associates, Inc., 8 East 63rd Street, New York, N.Y. 10021.

   Just in Case You Think You're Normal, A record by Murray Banks.

APPENDIX A

AREAS OF INSTRUCTION FOR FIRST SEMESTER AGRIBUSINESS COURSE

1. Applying for a job.
2. Understanding the importance of personal appearance.
3. Advancing in an agribusiness.
4. Developing desirable employee characteristics.
5. Becoming an efficient employee.
6. Handling problems on the job.
7. Getting along with co-workers.
8. Getting along with the boss.
9. Maintaining proper relations with customers and competitors.
10. Understanding agribusiness operating principles.
11. Understanding how business operations influence the customer.
12. Understanding principles of business communications.
13. Speaking effectively.
14. Communicating with customers.
15. Understanding the role of a salesman.
16. Understanding products.
17. Opening a sales presentation.
18. Presenting agricultural products to customers.
19. Closing a sale.
20. Advertising with a purpose.

AREAS OF INSTRUCTION FOR SECOND SEMESTER AGRIBUSINESS COURSE

1. Applying knowledge of products and services.
2. Storing and inventorying products in an agribusiness.
3. Receiving products into the firm.
4. Using mathematics in the agribusiness.
5. Selling from behind the counter.
6. Developing cross-selling and suggestive selling techniques.
7. Understanding the customer's buying motives.
8. Understanding advertising techniques.
9. Displaying merchandise to promote sales.
10. Using demonstrations to promote sales.
11. Demonstrating products in selling.
12. Identifying new and keeping existing customers.
13. Developing good customer relations.
14. Using the business telephone.
15. Communicating with co-workers and management.
16. Writing business communications.
17. Gathering information.
18. Recognizing factors which influence market change.
19. Purchasing products for resale.
20. Transporting and delivering products.

APPENDIX B

Figure 1. Occupational Education for Entry Into Applied Biological and Agricultural Occupations.

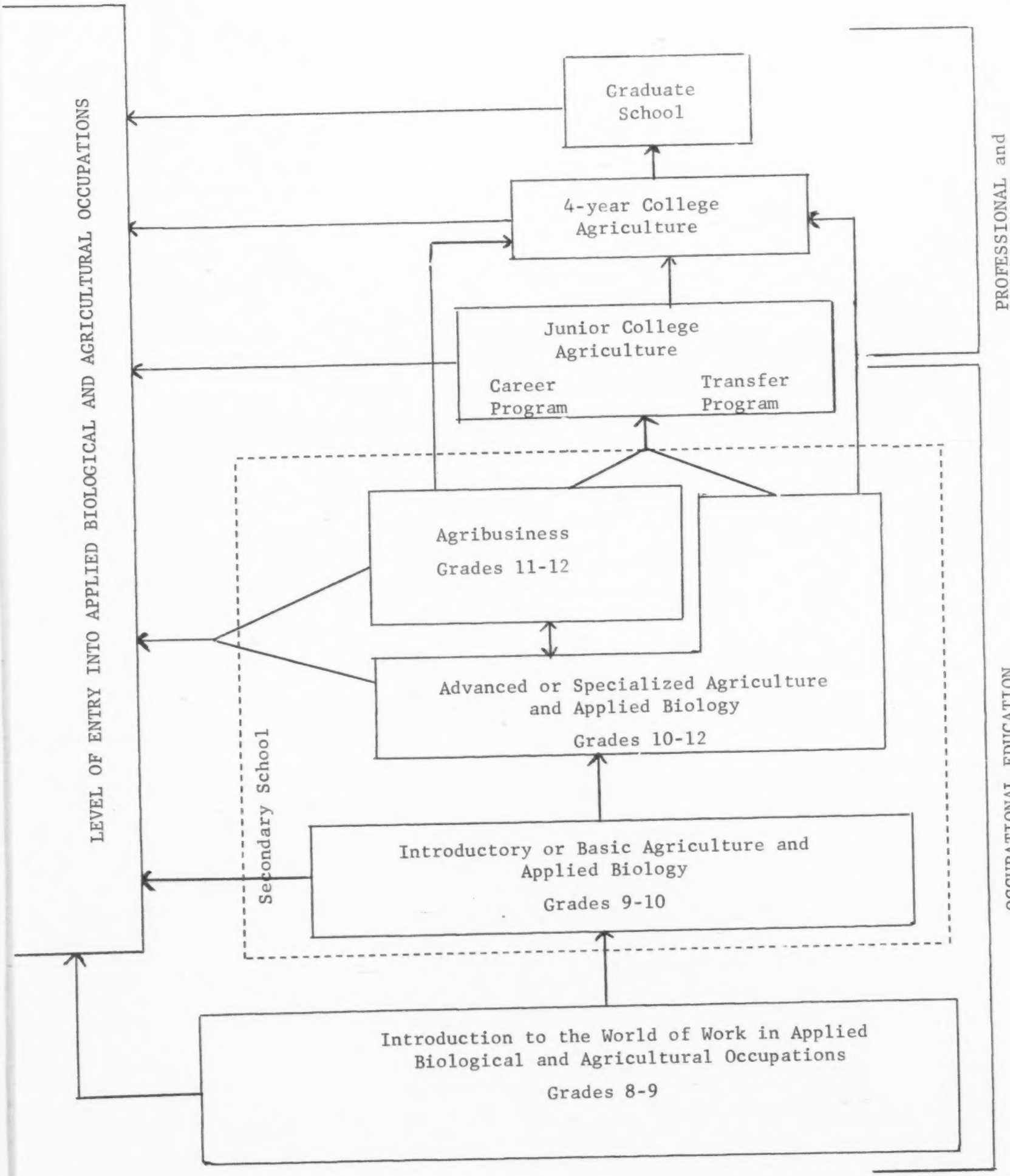

Figure 2. A Secondary School Program of Occupational Education for Applied Biological and Agricultural Occupations